SMARNIKA

1973 G.K.U.



स्मरणिका



नागपूर विद्यापीठ सुवर्ण महोत्सव,
१९२३–१९७३

प्र ती क अ र्थ

" हा सुवर्णसविता मुद्रांकित या स्थानी
ते प्रतीक मंगल तेजाचे ... प्रगतीचे ...
तेजोनिधि सूर्यापरी अम्हाला सुचवी –
की अम्ही उजळुनी घ्यावे जीवन अमुचे । "

—वसंत वऱ्हाडपांडे

प्र ती क अ र्थ

यह प्रतीक प्रगति रथ के पहिए का

With the Best Compliments from :

Adv. G. J. Agrawal

Chairman,

Souvenir Editorial Committee.



The Golden Sun, the symbol chosen,
Is the symbol of onward march,
The march from earth to heaven.

Light, more light,
And journey to greater and greater height.

—R. N. Roy

SYMBOL DESIGNED BY

R. N. KHAPRE
Assistant Lecturer,
Chitrakala Mahavidyalaya,
Sadar, Nagpur.

प्र ती क अ र्थ

" हा सुवर्णसविता मुद्रांकित या स्थानी
ते प्रतीक मंगल तेजाचे ... प्रगतीचे ...
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–वसंत वऱ्हाडपांडे

प्र ती क अ र्थ

यह प्रतीक प्रगति रथ के पहिए का
प्रेरणा प्रभा के प्रांगण तक ले जाए
प्रखर प्रभाकर की प्रेरक किरणोंसा
अज्ञान तिमिर का हृदय चीर मुस्काए ।

–मधुप पांडेय



OUR SYMBOL

The Sun, the source of light and heat,
Is the symbol
Of our thirst for knowledge and wit.

The Golden Sun, the symbol chosen,
Is the symbol of onward march,
The march from earth to heaven.

Light, more light,
And journey to greater and greater height.

—R. N. Roy

SYMBOL DESIGNED BY

R. N. KHAPRE
Assistant Lecturer,
Chitrakala Mahavidyalaya,
Sadar, Nagpur.

A PRAYER

Sir Bipin Bose's dream,
Like a lovely little stream,
In years two and half score
Has grown from more to more.

From a tiny seed sown
Has in fifty years grown
A huge, mighty tree
Spreading branches free
In flowery feast
And fruit-quest
North, south, east, west.

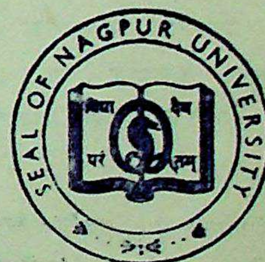
In fifty year time-span
What has she not done
To raise the spirit of man ?
Her daughters and sons,
Her brilliant ones,
In numbers vast,
As they must,
Have entered the temple of fame
And brightened her name.

Let us gather all our adorations,
All our diverse strains,
All our senses, feelings and heart
Into a taciturn art
And send them like a homing dove
To the Almighty above.
And on this great and glorious day
Let us unitedly pray,
And pray in a voice humble:
Lord, in Thy infinite grace
Make us bravely face
And overcome all rough and tumble.

O Lord, O mercy's Fountain,
Thou dost make a dumb man eloquently speak
And a lame man climb a mountain.
Lord, make our University great
Greater and greater and greater yet;
Make her Time's darling bride
And spread her fame far and wide;
Shower Thy blessings on her head
And let her go ahead,
Let her go ahead.

R. N. Roy
Reader, Post-Graduate Department of English,
Nagpur University.

NAGPUR UNIVERSITY



GOLDEN JUBILEE SOUVENIR



2 January, 1974.

नागपूर विद्यापीठ सुवर्ण महोत्सवानिमित्त

भारताच्या प्रधानमंत्री

इंदिरा प्रियदर्शिनी

मूळ रचना (संस्कृत)
डॉ. श्री. भा. वर्णेकर

भावानुवाद (मराठी)
प्रा. वसंत वऱ्हाडपांडे

॥ श्री ॥

विजय तव असो हे ज्ञानविज्ञानदात्री !
विजय तव असो हे राष्ट्रसौभाग्यधात्री !
जनमतबलधारी ! लोककल्याणकारी !
अखिलभुवनवंद्या, इंदिरे ! त्वाम् नमस्ते !

* * *

अखिल जनमनांच्या दिव्य सिंहासनी जो
बघुनि विलसताना विश्वसम्राट लाजो !
जनहितरत सत्ताधीश जो भारताचा
जनक भगवती गे तो तुझा धन्य साचा !

* * *

समरविजयिनी तू ! शत्रुविध्वंसिनी तू !
पवनगतिधरा तू ! लोकसंचारिणी तू !
हरुनि अखिल देशातील दारिद्र्य सर्व
म्हणसि नव रचू या भारती सौख्यपर्व !

तव जनपदसेवा ज्ञात देवी अम्हांस
म्हणवुनि अति हर्षे सिद्ध हो स्वागतास
शुभद समय येता हा सुवर्णोत्सवाचा
तव गुण जयकारे आमुची धन्य वाचा !

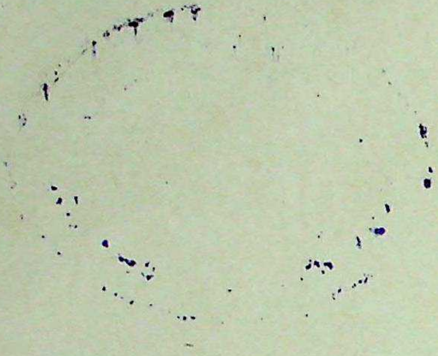
जनपरिचित विद्यापीठकल्पद्रुमाचा
अतिशयित जहाला आज विस्तार साचा !
नव रुचिर फलांनी नम्र शाखा समस्त
सुखद हरित छाया शांतवी जीव त्रस्त !

* * *

धरुनि शुभ मनीषा, इंदिरे आज येथे
अगणित जमले हे ज्ञानविज्ञानवेत्ते.
वर शुभद मिळावा त्वन्मुखे...शब्द यावे–
'द्विगुणितयश विद्यापीठ हे नित्य व्हावे !'



Shrimati Indira Gandhi





EDITORIAL



For the last 50 years this University has rendered signal service to the cause of higher education and to the public life in Vidarbha and Old C. P. & Berar Regions. Its Golden Jubilee, therefore, is a memorable occasion. It was thought that it would be in the fitness of things to bring out a Souvenir to serve a memento of permanent value quite distinct from the celebrations as such. The historical and developmental perspective is well illustrated and reflected in the Commemoration Volume which is being published on this occasion separately.

2. This Souvenir, a volume in memory of Nagpur University Golden Jubilee, contains Reminiscences, by some very eminent personalities who are intimately connected with the University and as such they give a vivid picture of the University right from its inception to the present time. The Articles, mostly educational, and written by educationists on current problems, each an authority on its subject, are stimulating and thought provoking and will surely be enjoyed by the expert and layman alike.

3. The Golden Jubilee Celebrations started with the Inter-University Conference on Legal Education in India, which was held on 10th and 11th November, 1973, and was inaugurated by Hon'ble Dr. G. S. Pathak, Vice-President of India. And we feel proud that the main celebrations are being inaugurated on 2nd January, 1974, by our beloved Prime Minister, Shrimati Indira Gandhi. The inauguration of the celebrations is aptly being followed by the All India Science Congress from 3rd January to 9th January, 1974.

4. I am very much thankful to Shri S. W. Dhabe, Advocate, my colleague in the Executive Council, Dr. R. N. Roy, Dr. V. B. Prabhudesai, Prof. R. P. Pajankar, Dr. R. N. Soni and Principal V. B. Parab for helping me in bringing out this Souvenir. I am also thankful to the advertisers, artists and Members of the Editorial Board who also gave me valuable help.

5. Shri M. P. Mardikar, Secretary of the Golden Jubilee Celebrations, extended his utmost co-operation.

6. We are grateful to M/s. Ballarpur Paper and Straw Board Mills Limited for having made available the requisite paper to us. We are also grateful to Shivraj Litho Works, Nagpur, for the printing of the cover.

7. In preparing this Souvenir, the office staff and the University Press gave their active co-operation which must be acknowledged.

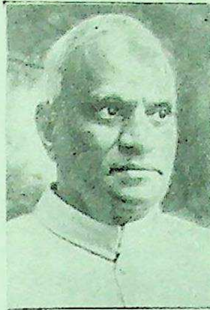
8. We have tried our best to make this volume interesting and illuminating and if the readers are benefitted by it, our aim will have been fulfilled.

G. J. Agrawal
Chairman,
Souvenir Editorial Committee.

NAGPUR :
2nd January, 1974.







RASHTRAPATI BHAVAN,

NEW DELHI-4.

December 4, 1973.

I offer my hearty felicitations to the Nagpur University on the occasion of its Golden Jubilee Celebrations.

The University, during the last 50 years, has grown and expanded and has achieved creditable success in many fields, particularly in the sphere of medium of instruction and the courses of study. Our universities, by imparting the system of education that suits the needs of the country, can play a significant role in bringing about the great economic and social transformation that we are aiming at.

I hope the Nagpur University will set an example for others in this endeavour and send my best wishes for the success of the Golden Jubilee Celebrations.

V. V. Giri



VICE-PRESIDENT
OF INDIA,
NEW DELHI.

December 6, 1973.

I am glad to learn that the Golden Jubilee Celebrations of the Nagpur University will be inaugurated by the Prime Minister on 2nd January, 1974. Nagpur University is one of the most respected institutions of higher education in the country, having served in the academic field with distinction for over fifty years.

On the occasion of its Golden Jubilee Celebrations I send the Nagpur University my best wishes for its continued success in the dissemination of higher education in the country.

G. S. Pathak



MINISTER OF DEFENCE
INDIA,
NEW DELHI.

December 4, 1973.

I send my felicitations to the Nagpur University on its Golden Jubilee. The University has a rich heritage. I am happy that the Vice-Chancellor and other University authorities are planning to introduce new courses in celebration of the event.

Jagjivan Ram



FINANCE MINISTER

INDIA,

NEW DELHI.

December 11, 1973.

Nagpur University is one of the old institutions in our country which has greatly served the people by reorienting the education to suit the needs of the country. A pioneer to recognise the need of imparting knowledge in the language people understand better, it paved the way to satisfy the yearning of common man for higher learning. It is natural that it should be proud of its efforts during the last 50 years of its existence to meet the demands of higher learning in the country, particularly in the Vidarbha area.

I am glad to know that Nagpur University proposes to celebrate its Golden Jubilee and the celebration will be inaugurated on 2nd January, 1974. I send my good wishes.

Y. B. Chavan

CHIEF MINISTER

SACHIVALAYA,

BOMBAY, 32 BR.

December 27, 1973.

The Nagpur University is an heir to great and glorious traditions. It was Nagpur University which regardless of the frown of the alien rulers, welcomed the students of the Osmania University during the Vande Mataram Movement. The University again gave a lead to the country when it introduced Marathi and Hindi as the media of instruction and examination. It is one of my proud memories to be associated with such an institution and to have received the benefits of these traditions.

During the post independence period the University has contributed its share in ample measure to the advance of higher education in Vidarbha and I am confident that it will continue to do so with increasing success, in the future.

I wish the Golden Jubilee Celebrations a grand success.

V. P. Naik

MINISTER OF LAW & JUSTICE
AND COMPANY AFFAIRS,
NEW DELHI-110001.

December 7, 1973.

It gives me immense pleasure to know that on the completion of fifty years of its existence the Nagpur University is going to celebrate its Golden Jubilee in January, 1974 and that the celebrations will be inaugurated by the Prime Minister, Mrs. Indira Gandhi, I send my greetings and good wishes on this occasion and hope that the University will continue to serve the cause of higher education in various courses and meet the aspirations of the people of the area.

H. R. Gokhale.

D. O. No. 10-3/73-*U.* 1

EDUCATION MINISTER

INDIA,

NEW DELHI.

December 5, 1973.

I am glad to hear that the Prime Minister will inaugurate the Golden Jubilee Celebrations of the Nagpur University on January 2nd, 1974.

My best wishes for the University's ever-increasing role in the development of higher education in the country.

S. Nurul Hasan

MINISTER OF STATE FOR
PLANNING, INDIA,
YOJANA BHAVAN,
NEW DELHI-110001.

December 4, 1973.

I am glad that the Nagpur University has completed fifty years of service in August, 1973 and that the Golden Jubilee is soon to be celebrated.

The Nagpur University, ever since its inception, has given a good account of itself in the matter of providing higher education. It was the Nagpur University which gave a lead in imparting instruction and conducting examinations in vernacular languages. What is more significant is the patriotic role played by the University students in our national struggle for Independence and the inspiration provided by the University teachers. It augurs well for the University that the Golden Jubilee Celebrations are to be inaugurated by our Prime Minister. I extend my good wishes on the auspicious occasion of the Golden Jubilee Celebrations of the Nagpur University.

Mohan Dharia

MINISTER OF
SUPPLY AND REHABILITATION,
INDIA,

NEW DELHI-110011.

December, 1973.

I send my greetings to the Nagpur University on the occasion of its Golden Jubilee celebrations.

2. Nagpur University has every reason to be proud of its achievements during the last five decades. In pre-independence period, when every effort was made to insulate Indian Universities against political influences, Nagpur University had the boldness to open its portals for the admission of a large number of students who were expelled from the University in the neighbouring Princely State for participating in the 'Vande Matram' Movement in 1939. This had not only provided shelter and opportunity to those students for furthering their education, but had nurtured and encouraged the spirit of patriotism and self respect among them.

3. Universities are now facing new challenges. In the context, therefore, of the current atmosphere in the seats of learning, Nagpur University will, I have no doubt, inculcate in the minds of their alumni a sense of determination and courage to face their future without succumbing to the prevailing atmosphere of frustration, so as to serve the socio-political objectives of our society which is in the process of transformation.

4. I wish the Golden Jubilee celebrations of the Nagpur University all success.

R. K. Khadilkar

MINISTER OF DEFENCE PRODUCTION,
INDIA,

NEW DELHI.

December 11, 1973.

Nagpur University in its fifty years of existence has occupied an enviable position in the academic world. It has eventful glorious past full of high traditions and manifold achievements. It has catered to the needs of the central India and met fully the aspirations of the people.

In pre-independent India, enrolment of students expelled from other Universities for participating in freedom movement is a memorable contribution of the University. By early introduction of bilingual courses, it has helped immensely in promoting the cause of national integration. Research and original work done in the University have won acclaim far and wide. The products of the University are doing useful work in various walks of life.

It is a happy event that the Golden Jubilee Celebrations are being inaugurated by Indiraji. On this occasion, I hope the teachers and the students of the University would derive inspiration from the personality of the Prime Minister and work for the development of the Nation.

I wish the celebrations all success.

Vidya Charan Shukla

DEPUTY MINISTER OF
EDUCATION & SOCIAL WELFARE,
INDIA,
NEW DELHI.

1*st December*, 1973.

I am very happy to note that the Nagpur University has completed 50 years and that on this occasion it is proposed to celebrate the Golden Jubilee of its existence. It is gratifying to note that our beloved Prime Minister has consented to inaugurate the Golden Jubilee celebrations on 2nd January, 1974.

I wish the celebrations all success.

D. P. Yadav

RAJ BHAVAN

MADRAS—22.

3rd December, 1973.

I am indeed very happy to know that the Nagpur University will be celebrating its Golden Jubilee on the 2nd January, 1974 in a fitting manner. The participation of our respected Prime Minister Shrimati Indira Gandhi is a demonstrative proof of the invaluable services rendered by the Nagpur University and a fitting tribute to the cause of education.

Looking back over the 50 years of the History of the Nagpur University, one has to admit that this is the only University which has catered to the need of higher education in the Vidarbha Region of Maharashtra State. In fact it was the first University in the whole of India to introduce Hindi and Marathi as the media of instruction and examination. Its crowning glory was that hundreds of students who had been expelled from the Osmania University for their participation in the "Vande Mataram" Movement of 1939, were admitted by it in those difficult days.

The Universities in India have a vital role to play in building the India of our dreams by imparting purposeful education to the younger generation. I am sure that with its excellent record of service during the last 50 years, the Nagpur University will give a lead in making the higher education more meaningful.

I wish the celebrations success.

K. K. Shah

Governor of Tamil Nadu.

COPY OF LETTER No. G. S. IX/15205/73,
DATED 5TH DECEMBER, 1973,

RECEIVED FROM THE ASSISTANT SECRETARY
TO THE GOVERNOR OF GUJARAT,
RAJ BHAVAN, AHMEDABAD,

ADDRESSED TO THE VICE-CHAPNCELLOR,
NAGPUR UNIVERSITY, NAGPUR

I am directed to refer to your letter No. G. J., dated 26-11-73, addressed to the Governor of Gujarat State and to convey his good wishes for the success of the Golden Jubilee of the Nagpur University.

RAJ BHAVAN,

LUCKNOW.

December 6, 1973.

I am very happy to learn that on completion of 50 years of its useful existence, the Nagpur University is celebrating its Golden Jubilee from the 2nd of January and the celebrations will be inaugurated by our esteemed Prime Minister, Shrimati Indira Gandhi.

Education, in all its articulations, is undergoing rapid changes today and is unfurling immense horizons of knowledge and material comforts : Yet, it would be disastrous for mankind if its nuclear force–preservation and promotion of universal values and ethical standards–is allowed to be eroded and dired up in the wake. Both these aspects of Education are supplementary to each other and it cannot be deployed merely for commercial purposes–individually or collectively. Nagpur University has high traditions and rich heritage in the field of Education and I wish it a bright future in the service of the country and humanity.

Akbar Ali Khan
Governor,
Uttar Pradesh.

HARIYANA RAJ BHAVAN,
CHANDIGARH.

December 5, 1973.

I am very happy to know that Nagpur University will be celebrating its Golden Jubilee in January, 1974. On this auspicious occasion, I send my greetings and good wishes to the students and staff of the University.

Nagpur University has had an eventful past and has served the cause of higher education in the old Central Provinces and now in the Vidarbha Region of the Maharashtra State. It has tried to maintain a high standard of education and has been progressive enough to introduce new courses of practical utility to the country.

I wish the Jubilee Celebrations all success and I am confident that the University will continue to maintain its high traditions and further the cause of higher education equally well in the future.

B. N. Chakravarty
Governor,
Hariyana.

RAJ BHAVAN,

CALCUTTA.

December 4, 1973.

I am glad to learn that the Golden Jubilee Celebrations of the Nagpur University will be held early next year.

I send my greetings and good wishes on this very auspicious occasion.

Governor of West Bengal

RAJ BHAVAN,

BANGALORE.

December 10, 1973.

Dear Shri Mene,

I am glad to receive your letter of 26th November, '73 and to learn that the Golden Jubilee Celebrations of the Nagpur University will be inaugurated by our esteemed Prime Minister on 2nd January, 1974. On this momentous occasion, I convey my greetings and good wishes to the University in its laudable efforts to promote higher education.

Yours sincerely,

Mohanlal Sukhadia

UNIVERSITY GRANTS COMMISSION,
BAHADUR SHAH ZAFAR MARG,
NEW DELHI-1.

December 4, 1973.

Dear Dr. Mene,

Thank you for your kind letter of 26th November informing me that the Nagpur University will be celebrating its Golden Jubilee in January, 1974. I am happy to note that the Jubilee Celebrations are to be inaugurated by the Prime Minister on 2nd January.

The Nagpur University has rendered very valuable service to the cause of higher education, first as the only University in the old Central Provinces, and later on as the only University in the Vidarbha Region of Maharashtra State. I am glad to place on record that the Nagpur University has continued to maintain a high standard of academic attainment in all its departments.

As a former teacher of Nagpur University, and also as one who has taken his Ph. D. Degree from Nagpur University I have very intimate ties with this University and may I take this opportunity to convey to you my felicitations and best wishes on the occasion of the Golden Jubilee of Nagpur University.

Yours sincerely,

George Jacob

INDIAN COUNCIL OF AGRICULTURAL RESEARCH,

DIRECTOR GENERAL, ICAR &
SECRETARY TO THE GOVERNMENT OF INDIA.

KRISHI BHAVAN,
DR. RAJENDRA PRASAD ROAD,
NEW DELHI—110001.

Dated 4th *December*, 1973.

Dear Dr. Mene,

I am very happy to receive your letter, dated 26-11-1973 and to know that the Golden Jubilee Celebrations of the Nagpur University are to be inaugurated by the Prime Minister on 2nd January, 1974. Nagpur University has already established a very high reputation of academic service and I have little doubt that in the years to come, these traditions and accomplishments will be further strengthened.

With kind regards,

Yours sincerely,

M. S. Swaminathan

MINISTER FOR FINANCE,
SMALL SAVINGS AND FORESTS,

SACHIVALAYA,
BOMBAY-32.

December 14, 1973.

It is indeed a great pleasure for me to know that the Nagpur University has completed 50 years of its useful existence in August, 1973, and has proposed to celebrate its Golden Jubilee in a manner befitting to its traditions. The University will have the privilege of getting our popular Prime Minister Smt. Indira Gandhi for the inauguration of its Golden Jubilee on January 2, 1974.

The achievements of the Nagpur University in the past and pre-independence era indeed deserve special mention and personally I have great appreciation of the work done by that University.

I wish all success to the Golden Jubilee Celebrations of the Nagpur University.

M. D. Chaudhari

L. S. SUNDARA RAJAN,
VICE-CHANCELLOR,
Gram University,

MAHARASHTRA KRISHI VIDYAPEETH,
PARBHANI (MAHARASHTRA).
D. O. No. MKV/VC/ST/29037.

Dated 18*th* *December*, 1973.

Dr. Mene,

I am really very glad to know that the Nagpur University is completing 50 years of its existence and useful services it has rendered to the country so far in the field of higher education.

I am sure that under your able guidance this University will prosper and maintain its high heritage and traditions. Please accept my hearty congratulations and good wishes for the Golden Jubilee Celebrations of Nagpur University.

With kind regards,

Yours sincerely,

L. S. Sundara Rajan.

DR. P. S. MENE
VICE-CHANCELLOR,
NAGPUR UNIVERSITY,
NAGPUR.

SHRI S. S. PANDE,
VICE-CHANCELLOR.

Telephone : 34
INDIRA KALA SANGIT
VISHWAVIDYALAYA,
KHAIRAGARH (M. P.)

MESSAGE OF GOOD WILL AND GREETINGS.

Shri P. S. Mene,
Vice-Chancellor,
University of Nagpur,
Nagpur.

Our heartiest congratulations and cordial greetings on the happy occasion of the Golden Jubilee of the Nagpur University.

May the University continue to render yeoman's service in the cause of Higher Education and Research and serve the motherland.

S. S. Pande,
Vice-Chancellor.

UNIVERSITY OF MADRAS

Telephone : 86851

N. D. SUNDARAVADIVELU,

VICE-CHANCELLOR,

UNIVERSITY BUILDINGS,

CHEPAUK,

MADRAS-5.

Dated 18*th December*, 1973.

I am happy to learn that the Nagpur University will be celebrating its Golden Jubilee and that the Hon'ble the Prime Minister of India will be inaugurating the celebrations on 2nd January, 1974.

Nagpur University has been the citadel of higher learning in the Vidarbha Region of Maharashtra State during the last 50 years, and it has rendered significant service in the cause of higher education in the region. The Nagpur University has produced many scholars, scientists, engineers, lawyers and others who have shone in various walks of life.

The Universities in our country have a very important role to play not only in imparting under-graduate and post-graduate education to our youth, but also in fostering research in diverse fields. The University Graduates have a great responsibility in the building up of our country to greater heights of strength and stability.

On this memorable occasion of the Golden Jubilee, I have great pleasure in offering, both on behalf of the University of Madras and on my own behalf, fraternal greetings and felicitations to the staff and students of the Nagpur University and its affiliated colleges. I wish the University further progress and prosperity in the years to come.

N. D. Sundaravadivelu,

Vice-Chancellor.

To

The Vice-Chancellor,
Nagpur University,
Nagpur.

PROFESSOR ABDUL ALEEM,
VICE-CHANCELLOR,
ALIGARH MUSLIM UNIVERSITY,
ALIGARH.

December 17, 1973.

Dear Mr. Vice-Chancellor,

I am happy to know from your letter No. GJC/G/822, dated 10th December, 1973, that you will be celebrating the Golden Jubilee of your University shortly. I have no doubt that your University will continue to further the cause of Education as before. I have pleasure in sending my best wishes for the success of the celebrations.

Yours sincerely,

Abdul Aleem.

Dr. P. S. Mene,
Vice-Chancellor,
Nagpur University,
Nagpur.

L. BULLAYYA
VICE-CHANCELLOR,
ANDHRA UNIVERSITY,
WALTAIR,
VISAKHAPATNAM—530003,
(A. P.)

Dated 24*th December*, 1973.

I am glad to know that the Nagpur University has completed 50 years of useful existence and is going to celebrate its Golden Jubilee in the first week of January, 1974, to be inaugurated by our beloved Prime Minister, Smt. Indira Gandhi.

Situated in the heart of India, in the Vidarbha region, the Nagpur University has gradually risen to the present position of eminence to be reckoned as one of the premier Universities in India.

The University is essentially national in character, and has a place of pride among the sister Universities, being the first to introduce national and regional languages as media of instruction. When the country was in the thick of the national movement in 1939, the University had displayed the Maharashtrian courage and valour in admitting 500 nationalist students expelled from a University in a powerful native State, and it was hailed and admired by one and all in the country.

On behalf of myself and on behalf of the Andhra University, I congratulate my friend, Dr. P. S. Mene, its Vice-Chancellor, his colleagues and staff, on this happy occasion, and wish the Celebrations all success.

L. Bullayya

VISVA-BHARATI
SANTINIKETAN
WEST BENGAL,
INDIA.

TELEPHONE : BOLPUR 451—6

20th December, 1973.

Dear Mr. Vice-Chancellor,

Thank you for your letter, dated 10th December, 1973.

It is a real pleasure for me to know that the Nagpur University will celebrate its Golden Jubilee on 2nd January, 1974.

The achievements of your University during its existence have been immensely beneficial to the nation. I hope it will continue to serve the cause of learning in the country.

On the occasion, I am very happy to extend my warm felicitations to you and your University.

Yours sincerely,

P. C. Gupta

DR. P. S. MENE
VICE-CHANCELLOR,
NAGPUR UNIVERSITY,
NAGPUR.

GOLDEN JUBILEE PROGRAMME

Wednesday, 2nd January, 1974 :

5-30 P. M. Inauguration by the Prime Minister.

Thursday, 3rd January, 1974 :

3-30 P. M. Symposium on — '*Higher Education and Social Change.*'

9-00 P. M. Concert of Indian Classical Music.

Friday, 4th January, 1974 :

2-00 P. M. Symposium on — "*Causes of unrest amongst youth during the last twenty-five years and ways to eradicate them.*"

9-00 P. M. 'One-Act Plays' in Hindi, Marathi and English.

Saturday, 5th January, 1974 :

2-00 P. M. Programme by University Women's Association.

9-00 P. M. Programme of Classical, Light, Instrumental Music and Classical and Group Dances.

Sunday, 6th January, 1974 :

3-00 P. M. Marathi Symposium on "माझे विद्यापीठ."

9-00 P. M. Marathi Drama.

Monday, 7th January, 1974 :

9-00 P. M. Hindi Drama.

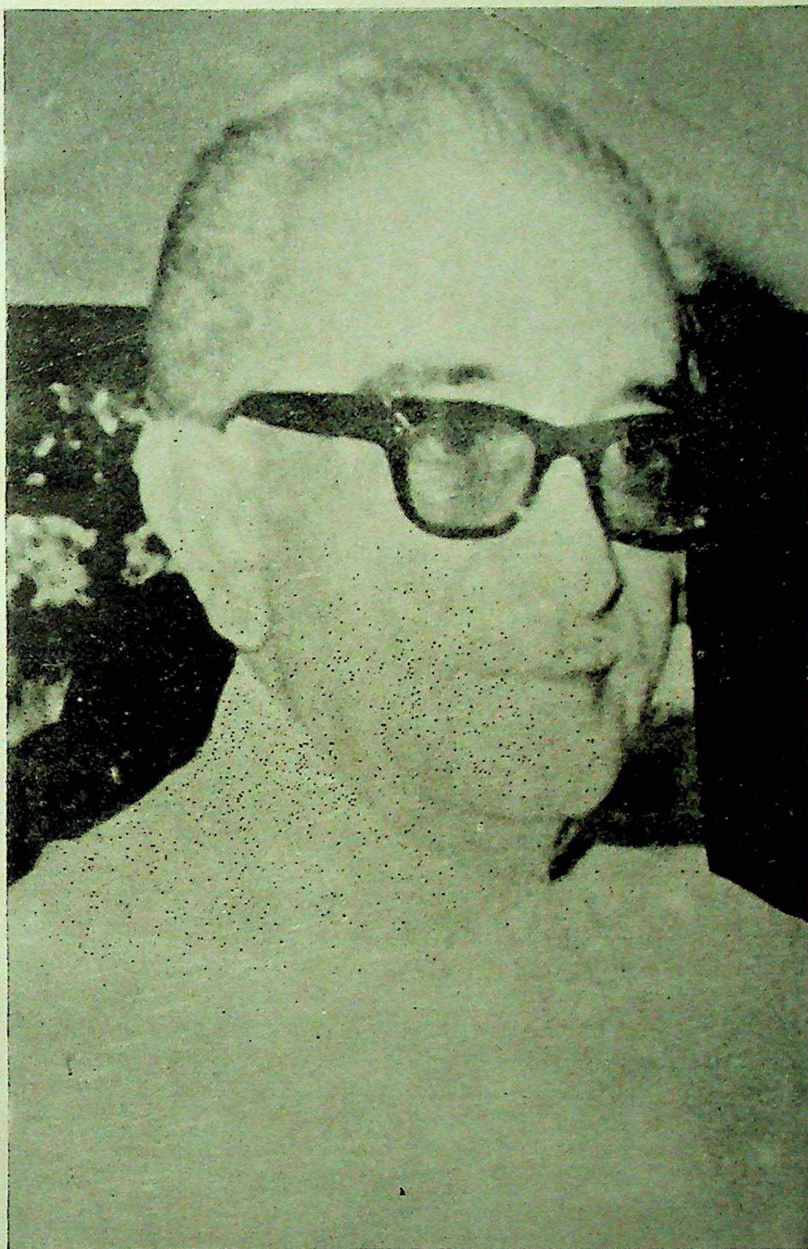
Tuesday, 8th January, 1974 :

9-00 P. M. Cultural Programme.

Wednesday, 9th January, 1974 :

9-00 P. M. Marathi Kavi Sammelan.

PLACE : Laxminarayan Nagar (University Play Ground), Nagpur.



Nawab Dr. Ali Yavar Jung,
Chancellor, Nagpur University.



Shri V. P. Naik, Chief Minister, M. S.



Shri A. N. Namjoshi
Minister for Education and Sports,
Maharashtra State.



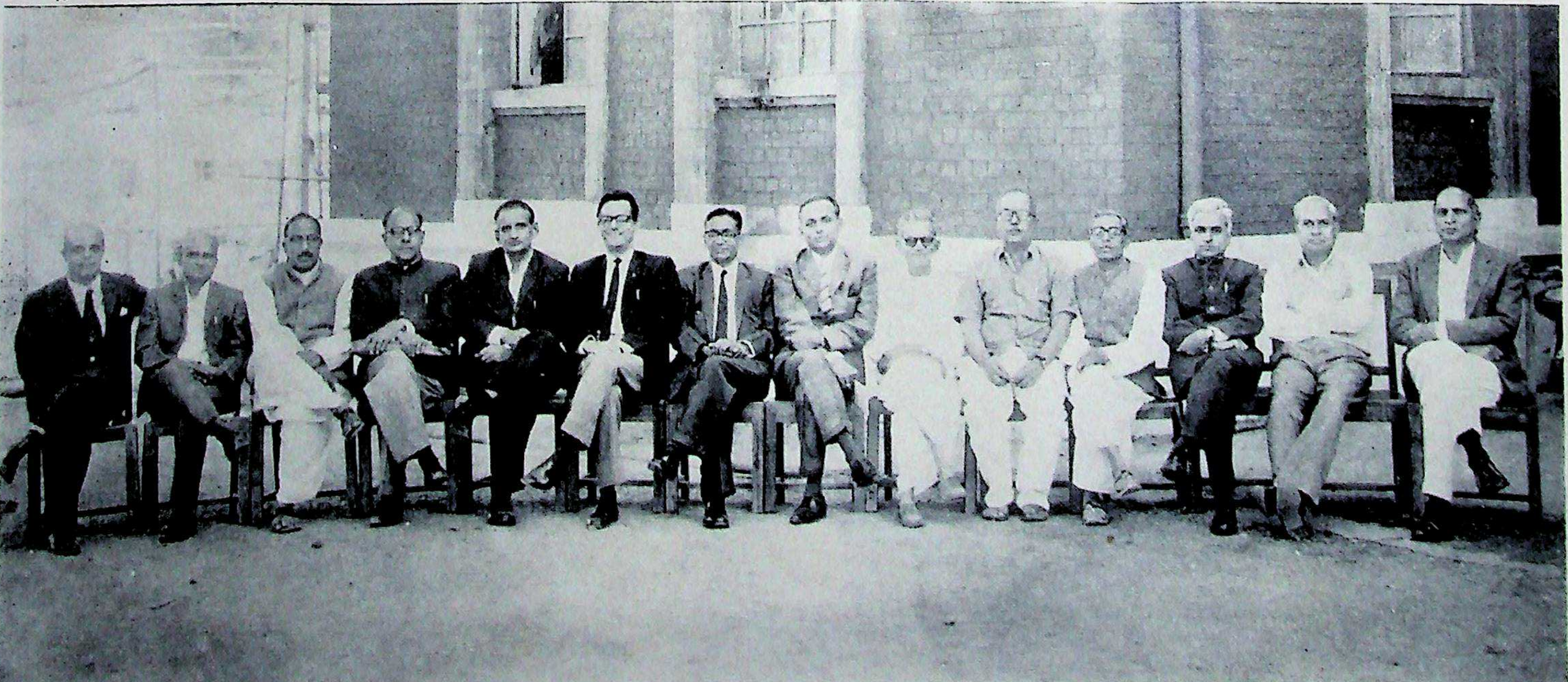
Smt. Prabha Rao
Minister of State for Education and Planning,
Maharashtra Government.



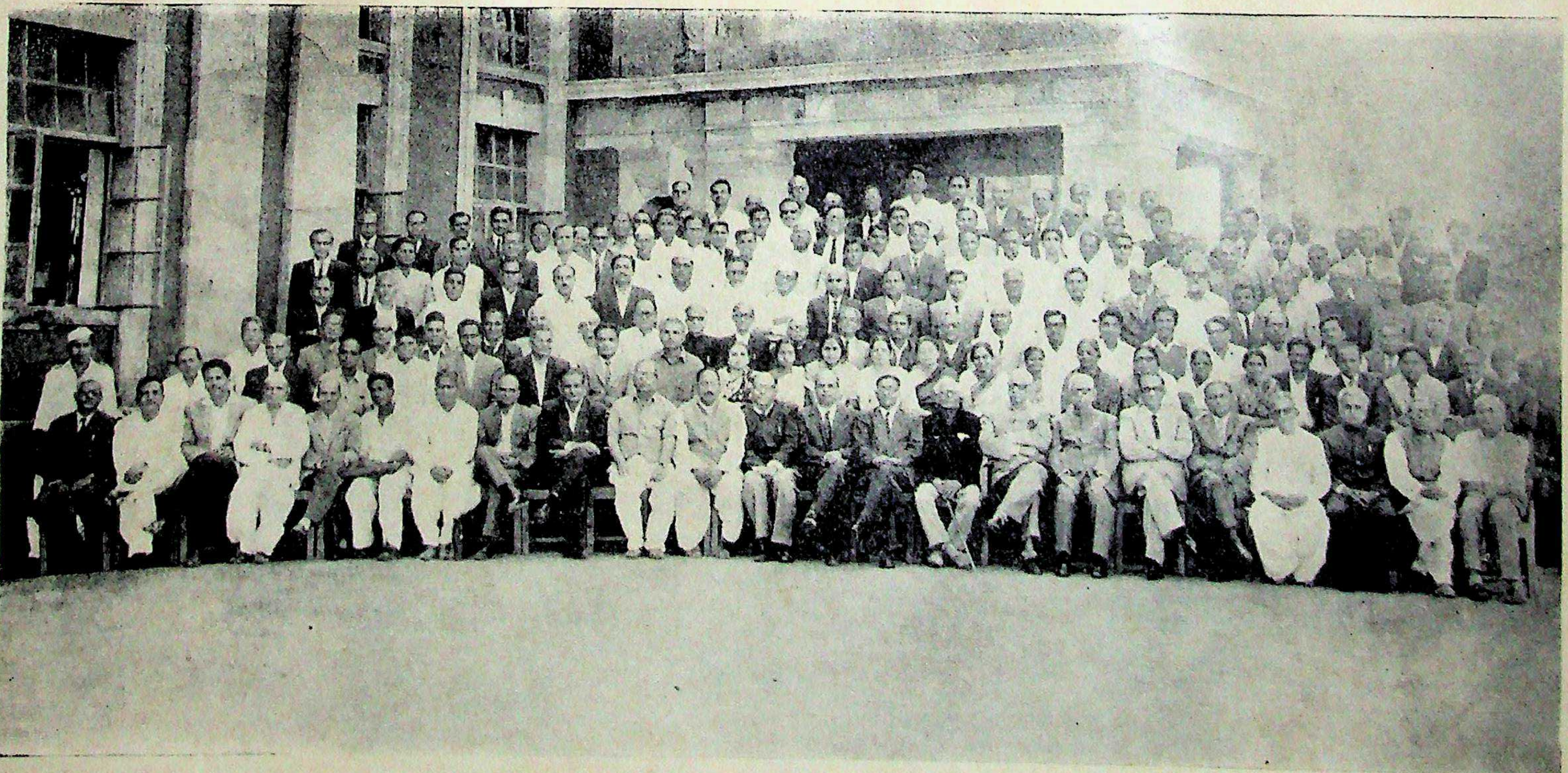
Our Present Vice-Chancellor



Dr. P. S. Mene



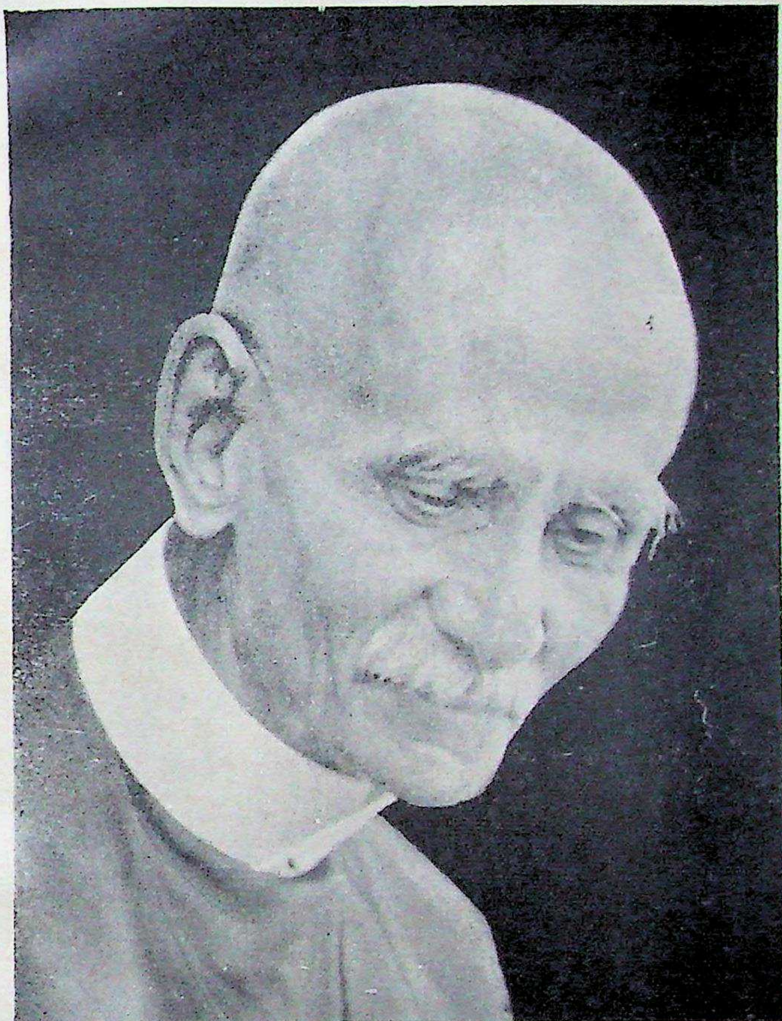
Members of the Executive Council



Members of the University Court



Founder Vice-Chancellor



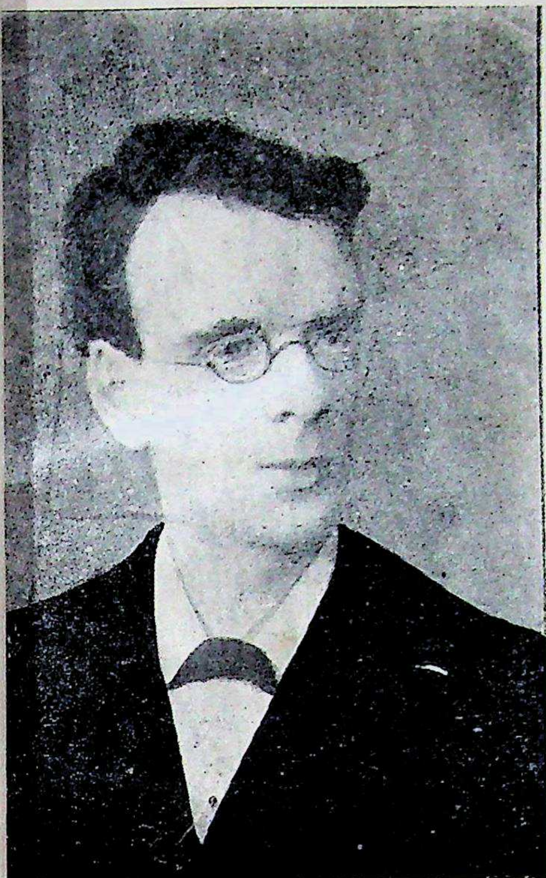
Sir B. K. Bose
(1923-1929)



Shri Jamshetji N. Tata



Rao Bahadur D. Laxminarayan



Dr. J. F. McFadyen
Vice-Chancellor, 1929-32.



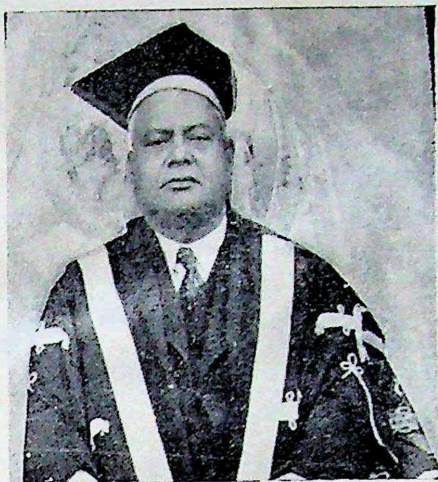
Shri M. B. Niyogi
Vice-Chancellor, 1932-36.



Dr. Sir H. S. Gour
Vice-Chancellor, 1936-38.



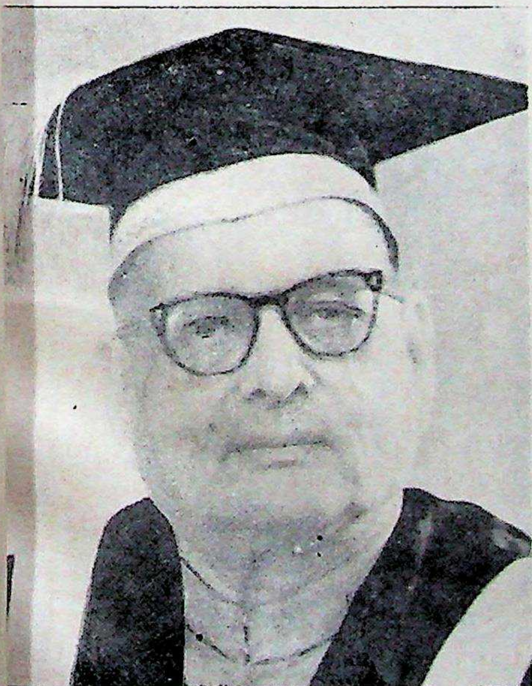
Dr. T. J. Kedar
Vice-Chancellor, 1938-44.



Shri W. R. Puranik
Vice-Chancellor, 1944-47.



Pt. Kunjilal Dube
Vice-Chancellor, 1947-56.

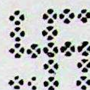


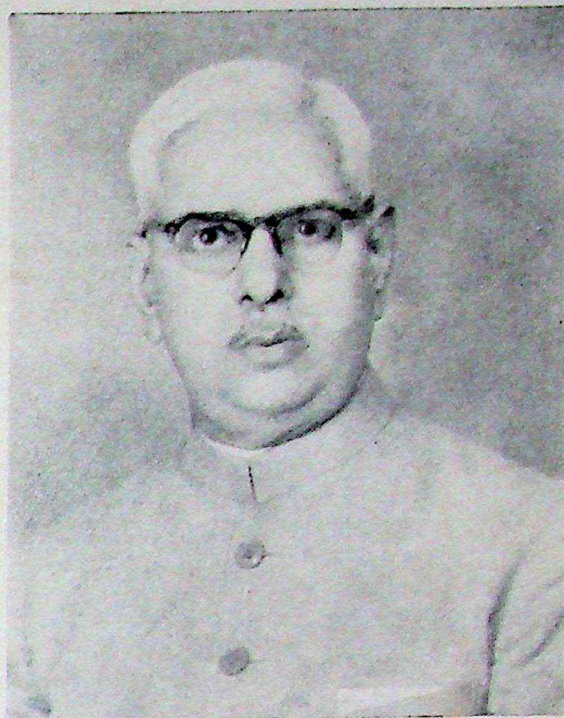
Shri K. T. Mangalmurti
Vice-Chancellor, 1956-59.



Shri G. B. Badkas
Vice-Chancellor, 1959-62.





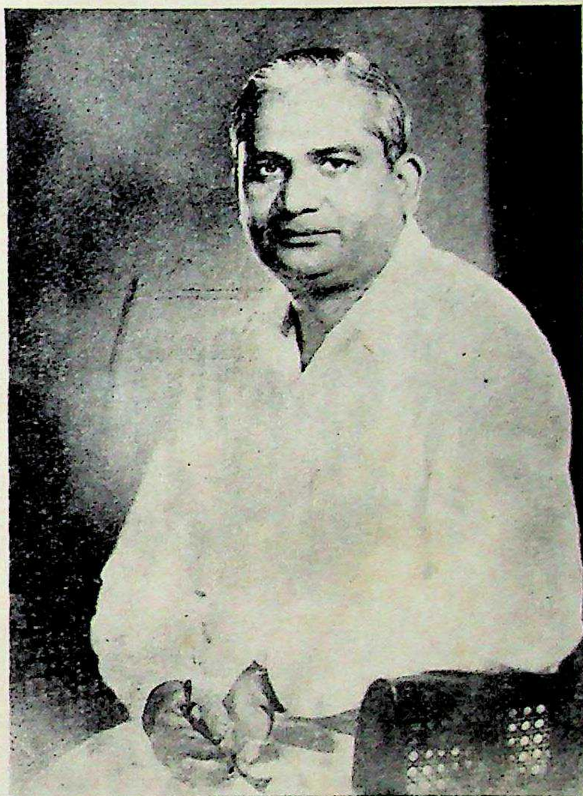


Shri S. P. Kotval
Vice-Chancellor, 1962-64.

Col. Shri P. P. Deo
Vice-Chancellor, 1964-66.

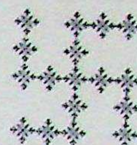


Dr. V. B. Kolte
Vice-Chancellor, 1966-1972.

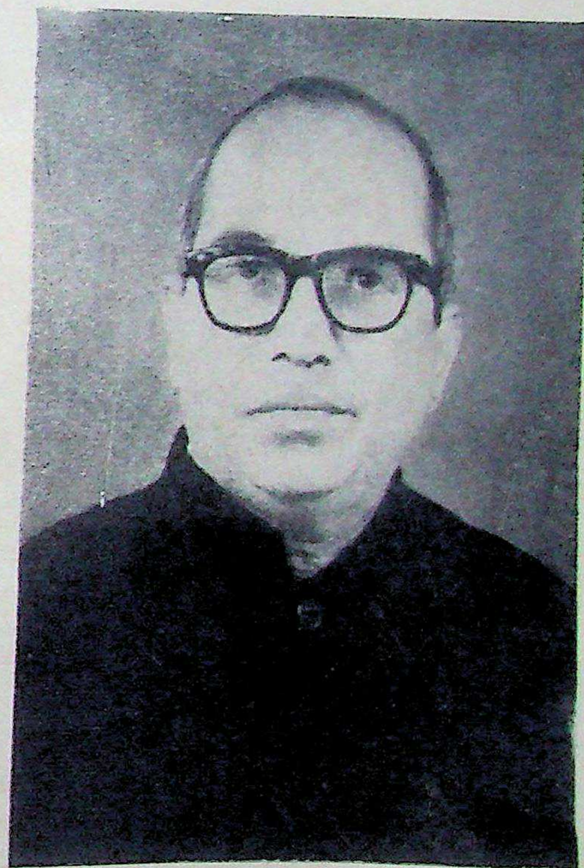


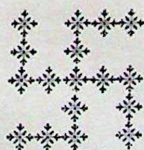
Barrister S. K. Wankhede
(Speaker, Maharashtra Legislative Assembly)
Chairman,
Souvenir Committee.





Shri G. J. Agrawal
Chairman,
Souvenir Editorial Board.





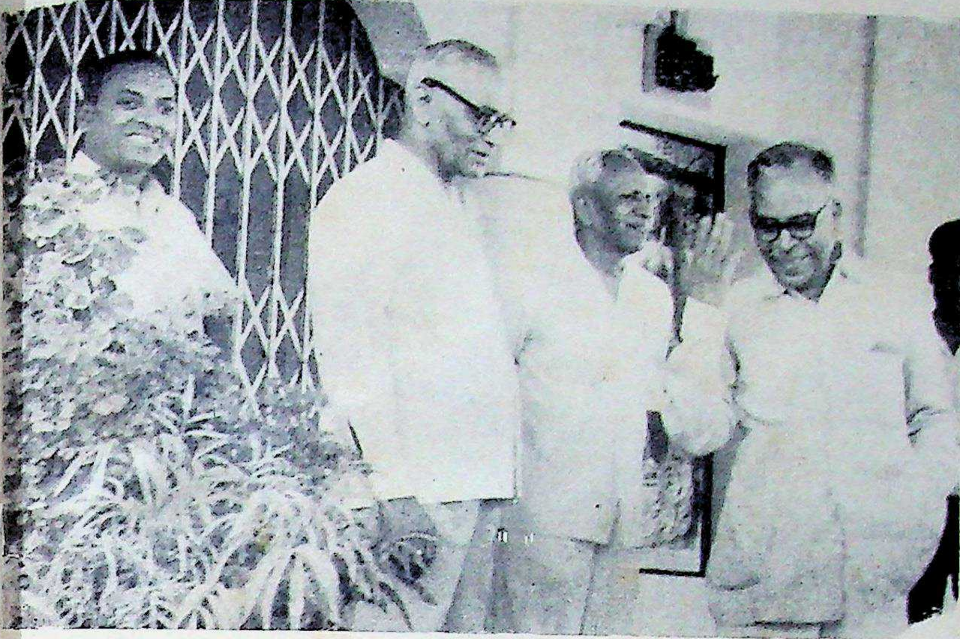
Shri S. W. Dhabe
Member,
Souvenir Editorial Board.



Dr. S. V. Bhagwat
Registrar.



M. P. Mardikar
Deputy Registrar
and
Secretary, Golden Jubilee Celebrations.

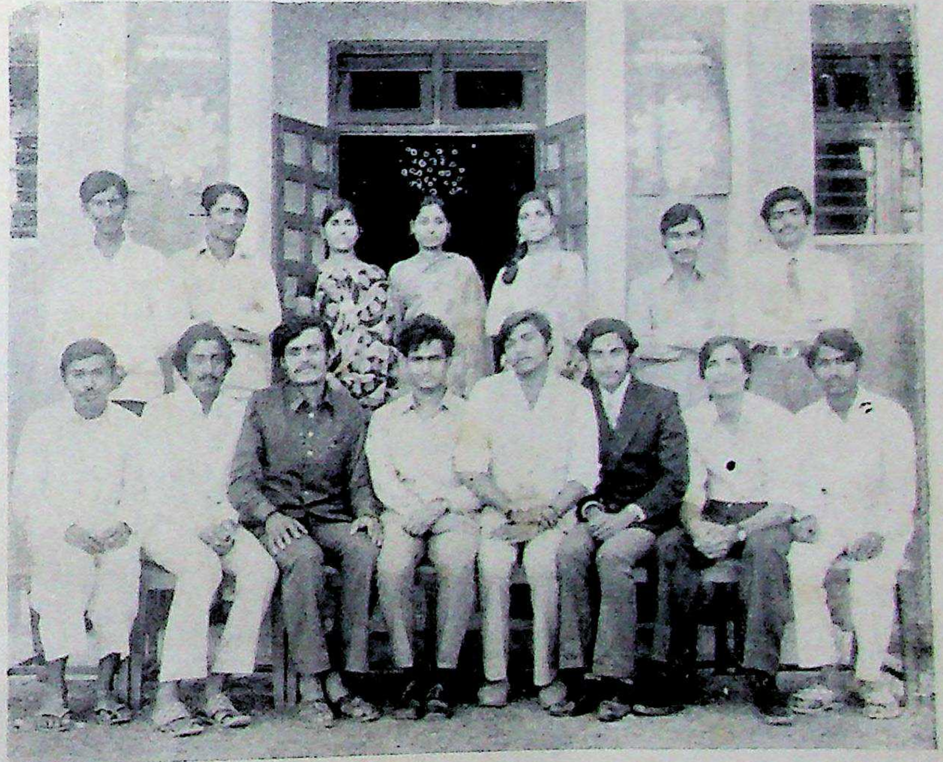


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विद्यापीठ अनुदान मंडळाचे अध्यक्ष डॉ. कोठारी व कुलगुरु डॉ. कोलते यांची प्राचीन भारतीय इतिहास, संस्कृति व पुरातत्त्व विभागास भेट.

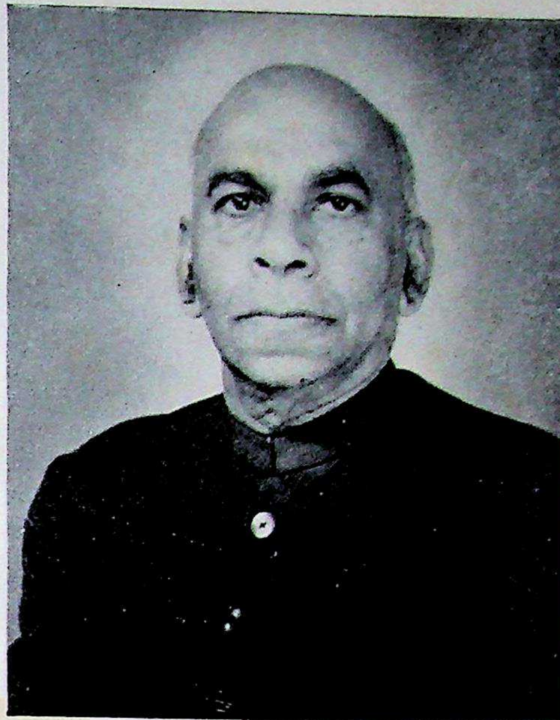
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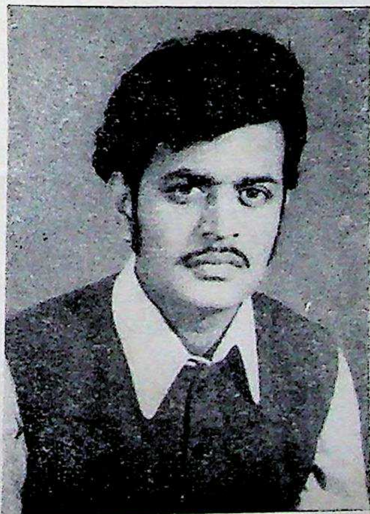


खुर्चीवर बसलेले : डावीकडून सर्वश्री एम्. के. राजपूत, अशोक अग्रवाल (सहसचिव), यशवंत माहेश्वरी (सचिव), किशोर काशीकर (अध्यक्ष), अरविंद लोखंडे (उपाध्यक्ष), ए. बी. चाटी, डी. एम्. मोहबे, व्ही. जी. दिवाळे.

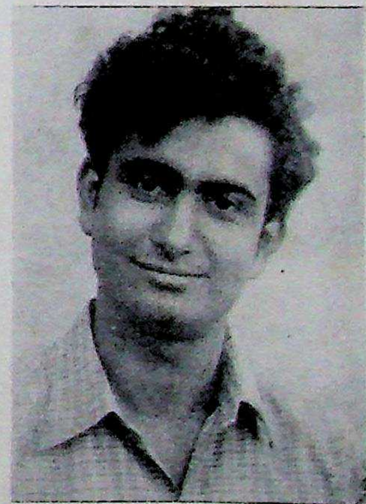
उभे असलेले : डावीकडून सर्वश्री बी. जे. ठाकरे, पी. पी. फुंडकर, कु. मिणा अग्रवाल, कु. उज्वला देशमुख, कु. हेमा गावपांडे, पी. बी. अग्रवाल आणि आर्. पी. महाजन.



Dr. George Jacob
Chairman,
University Grants Commission.



Shri Yeshwant Maheshwari
Gen-Secretary,
Nagpur University
Students' Union, 19-12-73.



श्री. किशोर काशीकर
अध्यक्ष, नागपूर विद्यापीठ विद्यार्थी
संघ, नागपूर.



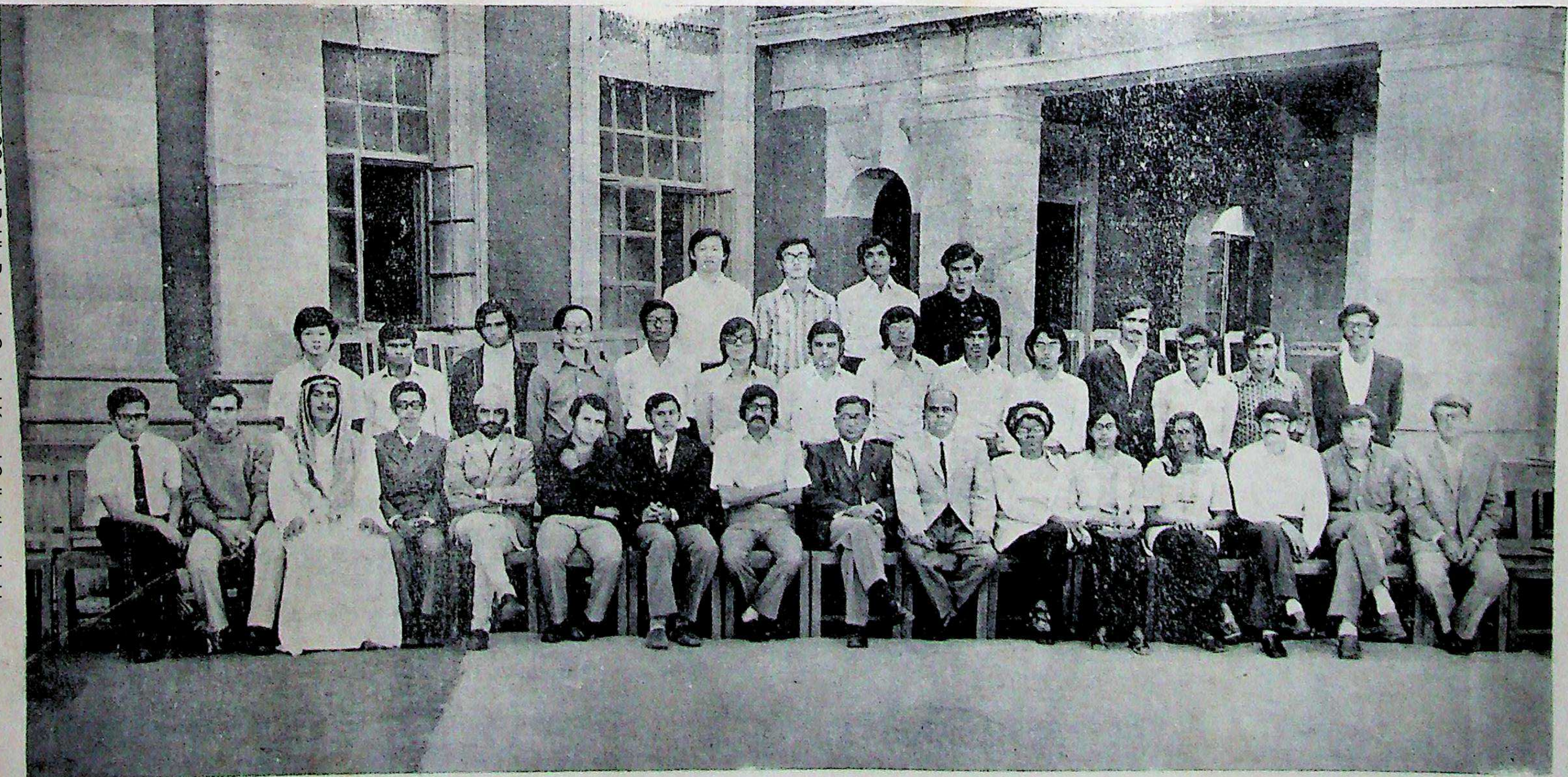
Late King Mahendra of Nepal replying to the address presented to him by the University on 8th December, 1965.



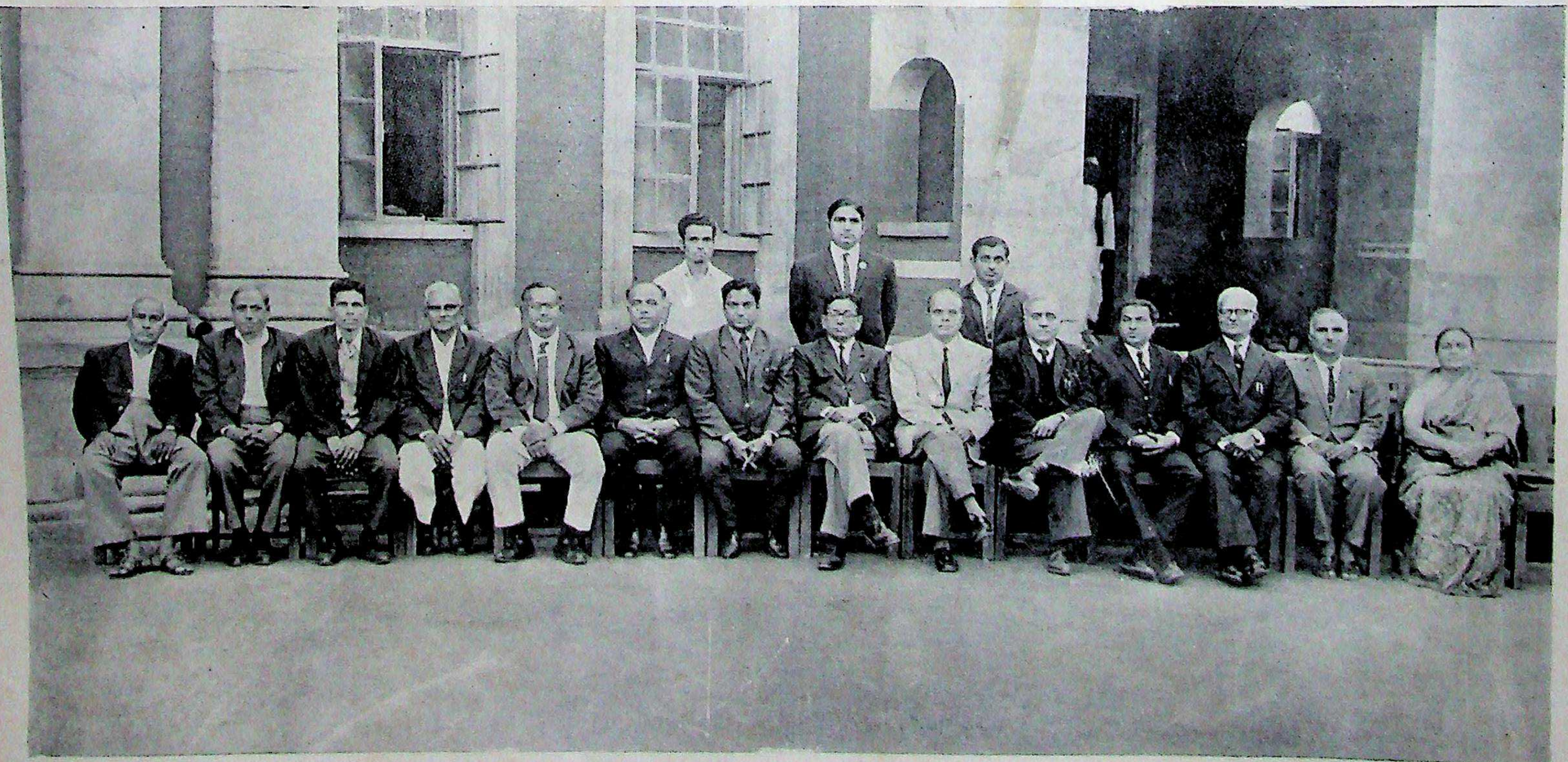
Late Ramprasadji Khandelwal Philanthropist



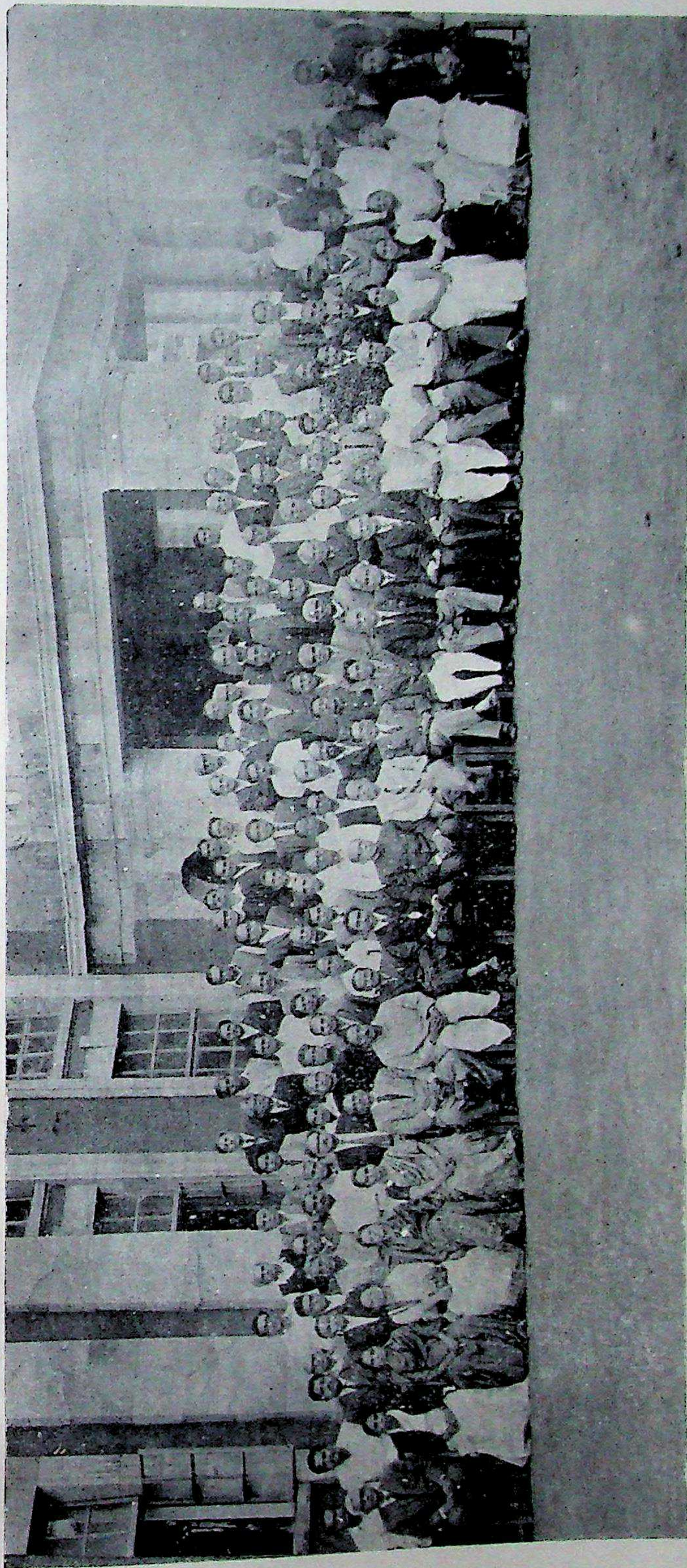
Smt. Bahinabai
Wife of Late R. B. D. Laxminarayan



Foreign Students



Vice-Chancellor and Officers



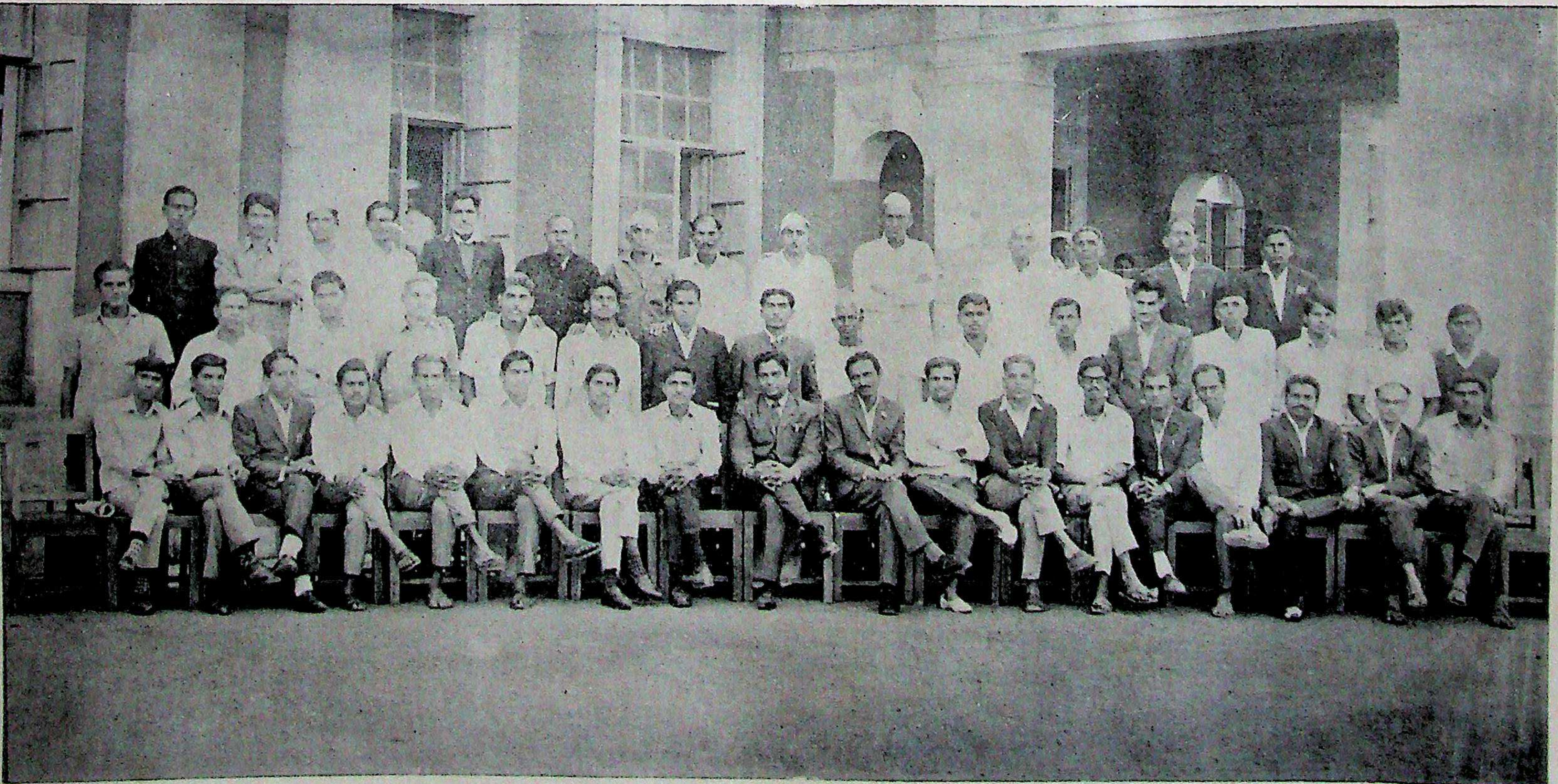
Members of Academic Council



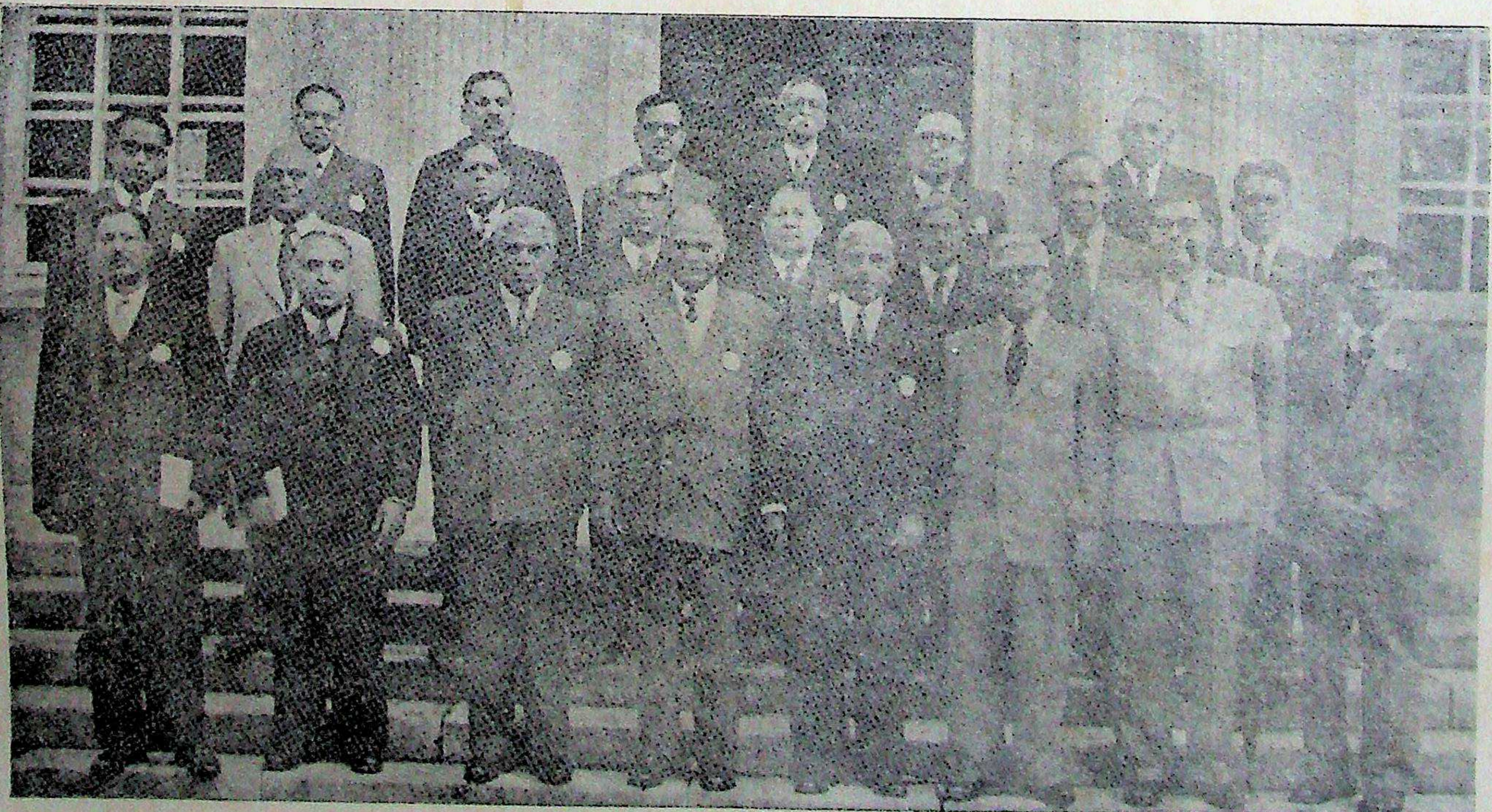
University Teachers



Non-Teaching Staff



Non-Teaching Staff



ब्रिटिश राष्ट्रकुलं विद्यापीठांच्या कॉंग्रेसमध्ये भारतीय प्रतिनिधी-मंडळासमवेत पंडित कुंजीलालजी दुबे.

GOLDEN JUBILEE CELEBRATIONS COMMITTEE

1. Nawab Dr. Ali Yawar Jung, Chancellor of the University. .. Patron-in-Chief
2. Shri V. P. Naik, Chief Minister, Maharashtra State. Patron
3. Dr. P. S. Mene, Vice-Chancellor. .. Chairman
4. Barrister S. K. Wankhede, Speaker, Maharashtra Legislative Assembly. .. Member
5. Shri M. D. Choudhari, (Minister for Finance). .. ,,
6. Shri Narendra Tidke, (Minister for Industries and Labour). .. ,,
7. Shri Anant Namjoshi, (Minister for Education). .. ,,
8. Shrimati Prabha Rao, (State Minister for Education). .. ,,
9. Shri R. J. Deotale, (State Minister for Agriculture & Transport). .. ,,
10. Shri K. R. Pandav, Mayor of Nagpur. .. ,,
11. Shri K. K. Moghe, (Secretary to Government, Education Department). .. ,,
12. Shri P. G. Gawai, (Divisional Commissioner, Nagpur. .. ,,
13. Shri V. V. Naik, Commissioner of Police, Nagpur. .. ,,
14. Shri R. S. Gawai, Deputy Chairman, Maharashtra Legislative Council. .. ,,
15. All Ex-Vice-Chancellors—
    1. Dr. M. B. Niyogi .. ,,
    2. Shri K. T. Mangalmurti .. ,,
    3. Shri G. B. Badkas .. ,,
    4. Shri S. P. Kotwal .. ,,
    5. Shri P. P. Deo .. ,,
    6. Dr. V. B. Kolte .. ,,
16. All Members of the Executive Council—
    1. Dr. P. S. Mene, Vice-Chancellor, Nagpur University, Nagpur. .. Member
    2. Shri G. P. Nagarkar, Education Director, (Higher Education), Maharashtra State, Central Building, Poona. .. ,,
    3. Dr. N. K. Upasani, Chairman, Maharashtra Secondary Education Board & Addl. Director of Education, Maharashtra State, Poona. .. ,,
    4. Dr. G. M. Kulkarni, Principal, Shri Binzani Nagar Mahavidyalaya, Umred Road, Nagpur. .. ,,
    5. Shri R. N. Kharche, Principal, Jijamata Mahavidyalaya, Buldana. .. ,,
    6. Shri R. V. Ranade, 'Mandar' Daga Layout, Nagpur. .. ,,
    7. Shri R. J. Gharphalkar, Tilakwadi, Yeotmal. .. ,,
    8. Shri M. G. Vaidya, 'Trailokya Dham', Congress Nagar, Nagpur. .. ,,
    9. Justice Shri B. A. Masodkar, Dhantoli, Nagpur. .. ,,
    10. Shri Jal P. Gimi, Civil Lines, Nagpur. .. ,,
    11. Shri S. W. Dhabe, Advocate, Ayachit Road, Mahal, Nagpur. .. ,,
    12. Shri G. J. Agrawal, Advocate, 'Jodhraj Bhavan', Sitabuldi, Nagpur. .. ,,
    13. Dr. C. V. N. Rao, Professor, L. I. T., Nagpur. .. ,,

14. Shri M. M. Lanjewar, Principal, Dhanwate National College, Nagpur. .. Member
15. Shri B. N. Varadpande, Principal, Mathuradas Mohota Vidnyan Mahavidyalaya, Nagpur. .. ,,
* Dr. P. S. Mene, Director, L. I. T., Nagpur. .. ,,
16. Dr. B. R. Ashtikar, Dean, Faculty of Arts & Professor of Sanskrit, Nagpur Mahavidyalaya, Nagpur. ,,
17. Dr. R. H. Sahasrabudhey, Dean, Faculty of Science & Head of the Deptt. of Chemistry, University Campus, Amravati Road, Nagpur. .. ,,
18. Shri R. S. Jambhule, Deputy Director of Education, Nagpur Division, Maharashtra State, Nagpur. .. ,,

17. All Chairmen of various Committees and Sub-Committees of the Golden Jubilee Celebrations—
1. Dr. B. R. Ashtikar, Festivities and Entertainments Committee. .. Member
2. Dr. M. B. Niyogi, Commemoration Volume Committee. .. ,,
3. Bar. S. K. Wankhede, Fund Raising Committee. .. ,,
4. Shri G. J. Agrawal, Finance Committee. .. Member
5. Prin. M. M. Lanjewar, Programmes Committee. .. ,,
6. Shri G. J. Agrawal, Souvenir Committee. .. ,,
7. Shri G. J. Agrawal, Enrolment of Members for Reception Committee. .. ,,
8. The Vice-Chancellor, Committee for Establishment of New Departments. .. ,,
9. Prin. V. B. Parab, Art Exhibition Committee. .. ,,
10. Shri P. W. Urdhwareshe, (Editor) Editorial Board constituted by Commemoration Volume Committee. .. ,,

18. Dr. S. V. Bhagwat, Registrar. .. ,,
19. Shri K. N. Kashikar, President, Nagpur University Union. .. ,,
20. Shri Y. Maheshwari, Secretary, Nagpur University Union. .. ,,
21. Ku. S. Gajbhiye, Assistant Secretary (Woman), N. U. U. .. ,,
22. Shri M. P. Mardikar, Deputy Registrar. Member-Secretary

1. Festivities and Entertainments Committee

1. Dr. B. R. Ashtikar (Chairman), Professor, Nagpur Mahavidyalaya, Nagpur.
2. Dr. (Mrs.) Sudha Sutaria, Canal Road, Ramdaspeth, Nagpur.
3. Dr. Ku. S. Iyengar, Principal, L. A. D. College for Women, Nagpur.
4. Dr. S. P. Sangal, Laxminarayan Institute of Technology, Nagpur.
5. Dr. S. B. Dabhade, Laxminarayan Institute of Technology, Nagpur.
6. Shri A. K. Kogje, Nagpur Mahavidyalaya, Nagpur.
7. Shri V. B. Parab, Principal, Chitrakala Mahavidyalaya, Nagpur.
8. Shri R. C. Bhusnurmath, Station Director, All India Radio, Nagpur.
9. Dr. V. K. Gurtu, Laxminarayan Institute of Technology, Nagpur.
10. Shri K. N. Kashikar, President, Nagpur University Union, Nagpur.
11. Shri Y. Maheshwari, Secretary, N. U. Union, Nagpur.
12. Kumari S. Gajbhiye, Asstt. Secretary (W), N. U. Union, Nagpur.
13. Shri M. K. Rajput (Shegaon).
14. Shri P. P. Fundkar (Khamgaon).
15. Shri P. B. Agrawal (Akola).
16. Shri D. M. Mohabey (Nagpur).
17. Kumari Ujwala Deshmukh, Nagpur.
18. Kumari Meena D. Agrawal (Akola).
19. Kumari Hema P. Gaopande (Akola).

2. Commemoration Volume Committee

1. Dr. M. B. Niyogi (Chairman).
2. Shri S. W. Dhabe.
3. Shri G. J. Agrawal.
4. Shri R. V. Ranade.
5. Shri M. G. Vaidya.
6. Dr. M. G. Bokare.
7. Shri P. W. Urdhwareshe.

3. Editorial Board Constituted by Commemoration Volume Committee

1. Shri G. J. Agrawal.
2. Shri S. W. Dhabe.
3. Shri M. M. Lanjewar.
4. Shri M. G. Vaidya.
5. Dr. S. B. Deo.
6. Dr. P. S. Sastri.
7. Dr. S. B. Dabhade.

4. Fund Raising Committee

1. Bar. S. K. Wankhede (Chairman).
2. Shri G. B. Badkas.
3. Justice Shri B. A. Masodkar.
4. Shri R. J. Gharphalkar.
5. Shri G. J. Agrawal.
6. Principal R. N. Kharche.
7. Principal M. M. Lanjewar.
8. Shri C. A. Kedar.
9. Dr. P. G. Dashputra.
10. Shri N. M. Tidke.
11. Shri M. D. Choudhari.
12. President, N. U. Students' Union, (Shri K. N. Kashikar).
13. Dr. D. G. Moses.
14. Shri Ashok Khandelwal, Kanhan.
15. Smt. Vatsalabai Naik.
16. Smt. Kusumtai Wankhede.
17. Dr. (Smt.) Sudha Sutaria.
18. Dr. Ku. S. Iyengar.
19. Smt. Kamala Mani.
20. Dr. Smt. Sushilabai Balraj.
21. Smt. Sumatibai Dhanwate.
22. Shri Jal. P. Gimi.
23. Dr. M. G. Kher.
24. Shri Y. Maheshwari, Secretary, Nagpur University Students' Union.
25. Ku. S. Gajbhiye, Asstt. Secretary (Women), Nagpur University Students' Union.
26. Shri D. M. Mohabey (Nagpur).
27. Shri V. G. Diwale (Ramtek).

5. Finance Committee

1. Shri G. J. Agrawal (Chairman).
2. Shri M. M. Lanjewar.
3. Dr. G. M. Kulkarni.
4. Shri R. V. Ranade.

6. Programmes Committee

1. Shri M. M. Lanjewar (Chairman), Principal, Dhanwate National College, Nagpur.
2. Dr. G. M. Kulkarni, Principal, S. B. City College, Nagpur.
3. Prof. R. V. Ranade, "Mandar" Daga Layout, North Ambazari Road, Nagpur.
4. Dr. S. V. Bhagwat, Registrar, Nagpur University, Nagpur.
5. Shri K. N. Kashikar, President, Nagpur University Students' Union, Nagpur.
6. Shri Y. Maheshwari, Secretary, Nagpur University Students' Union, Nagpur.

7. Kumari S. Gajbhiye, Asstt. Secretary (W), Nagpur University Students' Union, Nagpur.
8. Shri A. B. Chati, Nagpur.
9. Shri R. P. Mahajan.
10. Shri Arvind Lokhande.
11. Shri V. G. Diwale (Ramtek).

7. Souvenir and its Editorial Committee

1. Shri G. J. Agrawal, Advocate, Nagpur, (Local Chairman).
2. Shri S. W. Dhabe, Advocate, Nagpur.
3. Shri Babasaheb Kedar, President, Zilla Parishad, Nagpur.
4. Shri Dhanraj Acharya, Chairman, Vidarbha Industries Association, Nagpur.
5. Shri Shabbir Hussain, President, Junior Chamber of Commerce, Nagpur.
6. Shri A. K. Khandelwal, Manager, Ferro Alloys, Kamptee.
7. Shri P. G. Gawai, Commissioner, Nagpur Division, Nagpur.
8. Shri V. V. Naik, Commissioner of Police, Nagpur.
9. Shri D. G. Bhandari, Manager, Tata Iron & Steel Co., Nagpur.
10. Shri R. D. Mohota, Nelson Square, Nagpur.
11. Dr. S. B. Dabhade, L. I. T., Nagpur.
12. Dr. R. N. Roy, P. G. T. D., Nagpur.
13. Dr. V. B. Prabhudesai, P. G. T. D., Nagpur.
14. Principal V. B. Parab, Chitrakala Mahavidyalaya, Nagpur.
15. Prof. R. P. Pajankar, Dhanwate National College, Nagpur.
16. Shri Bhanjibhai Patankar, Art Editor, Tarun Bharat, Nagpur.
17. Dr. R. N. Soni, S. B. City College, Nagp...
18. Dr. G. M. Kulkarni, Principal, S. B. Ci... College, Nagpur.
19. Shri G. M. Deshpande, Nagpur Times, Nagp...
20. Shri K. N. Kashikar, President, N. U. S. Uni... Nagpur.
21. Shri Y. Maheshwari, Secretary, N. U. S. Uni... Nagpur.
22. Kumari S. Gajbhiye, Asstt. Secretary (W) N. U. S. Union, Nagpur.
23. Shri Ashok Agrawal (Gondia).
24. Shri B. J. Thakare (Wardha).
25. Shri V. G. Diwale (Ramtek).
26. Kumari Hema P. Gaopande (Akola).
27. Shri R. P. Mahajan, Nagpur.
28. Kumari Meena B. Agrawal, Akola.
29. Shri P. B. Agrawal, Akola.
30. Shri A. B. Chati, Nagpur.

8. Committee for Enrolment of Members for Reception

1. Shri G. J. Agrawal, (Chairman).
2. Shri S. W. Dhabe.
3. Dr. G. M. Kulkarni.
4. Dr. B. R. Ashtikar.
5. Shri J. P. Gimi.
6. Shri B. N. Waradpande.
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212. **Shri Manohar Keshao Sapkal,**
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213. **Shri Atal Bahadur Iqbal Bahadur Singh,**
36, Guru Nanak Colony, Nagpur.

214. **Shri Govardhandas Jodhraj Agrawal,**
Advocate, Jodhraj Bhavan, Sitabuldi, Nag

215. **Shri Jal Pheroze Gimi,**
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216. **Shri Girish alias Ganesh Labhachandji Rathi,**
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217. **Shri Daulatrao Tukaramji Goley,**
Registrar, Shri Shivaji Science College, Amravati.

218. **Shri Vishwanath Trimbakrao Pophali,**
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219. **Shri Liladhar Shiwarampant Alaspurkar,**
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220. **Shri Arvind Vinayakrao Khandekar,**
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221. **Shri H. P. Kedar,**
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222. **Shri K. N. Dhabekar,**
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223. **Shri V. D. Umekar,**
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224. **Shri T. S. Pawar,**
Councillor, Zilla Parishad, At-Surtoli, Po.-Lohara, Tah.-Sakoli, Distt.-Bhandara.

225. **Shri S. S. Bahekar,**
President, Finance & Building Committee, Zilla Parishad, Buldana.

226. **Shri Y. K. Dupare,**
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227. **Smt. K. A. Vijaykar,**
At & Post-Metpanjara, Tah.-Katol, (Distt.-Nagpur).

228. **Shri A. S. Katkar,**
Chairman, Panchayat Samiti, Seloo, (Distt.-Wardha).

229. **Shrimati S. A. Bobde,**
At & Post-Malkhed, Tah.-Darwha, (Distt.-Yeotmal).

OR

C/o Shri N. M. Patil, At-Tawalar, Post-Paraspur, Tah.-Achalpur, (Distt.-Amravati).

230. **Dr. Prabhudayal Laduram Sharma,**
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231. **Shri Ajabrao Anandrao Kale,**
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232. **Dr. Gopal Narayan Shiva Vinayak Bajpai,**
Civil Lines, Gondia).

233. **Shri Shankar Bajirao Bobde,**
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234. **Shri Shankar Abaji Potuwar,**
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235. **Shri Murarilal Ramnarayan Dadhich,**
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236. **Shri Ramesh Gajanan Shende,**
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237. **Shri Virendrakumar Saraswat,**
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238. **Shri Onkar Bakaramji Thakre,**
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239. **Shri Dinkar Sadashiv Jajurle,**
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240. **Shri Ramrao Kisan Sonune,**
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241. **Shri Lalit Udhaorao Sankale,**
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242. **Shri Arvind Chintaman Chakradeo,**
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243. **Shri Shriniwas Ramkrishna Mangalgiri,**
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245. **Shri A. Lakshminath,**
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246. **Dr. Bhaskar Ramrao Kate,**
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247. **Shri R. G. Tatte,**
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248. **Shri Bhalchandra Jaiwant Kaplay,**
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249. **Dr. Krishna Harihar Deshpande,**
261, Gandhi Nagar, Nagpur.

250. **(Vacant)**

251. **Shri A. V. Badhe,**
Laxminarayan Institute of Technology, Nagpur.

252. **Kumari Shanti S. Buit,**
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253. **Dr. Shridhar Atmaram Deshpande,**
481, Professors' Colony, Hanuman Nagar, Nagpur.

254. **Shri Sudhakar Vasudeorao Bhalerao,**
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255. **Shri Padmakar Siddhanath Kane,**
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256. **Shri R. V. Ranade,**
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257. **Shri Bhaurao Tulshiramji Deshmukh,**
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***Dr. Bhaskar Raghunath Ashtikar,**
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258. **(Vacant)**

259. **Shri Balkrishna Pandey,**
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260. **Shri Bapurao Sahebrao Deshmukh,**
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261. **Shri Anand Martandrao Brahmankar,**
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262. **Shri Haribhau Deorao Badhe,**
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263. **Shri Malharrao Narayanrao Kale,**
100, Abhyankar Nagar, Nagpur.

264. **Shri Nilkanth Trimbak Rajderkar,**
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265. **Shri Prabhakar Yeshwant Datar,**
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266. **Shri B. A. Dhote,**
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267. **Shri Ramchandra Jagobaji Gharphalkar,**
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268. **Shri Sudhakarrao Rajusingh Naik,**
Pusad (Distt. Yeotmal).

269. **Shri Bansilal Suwalal Patni,**
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270. **Shri Ratanlal Sundarlalji Chandak,**
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271. **Shri Bhimrao Mahadeo Katke,**
M. L. A., Washim, (Distt. Akola).

272. **Shri Vasantrao Janardan Karlekar,**
M. L. A., House No. 60/1, Ward No. 3, Masjid Ward, Wardha.

273. **Shri Nivruttirao Bhikaji Gayadhani,**
M. L. A., At & Post-Palase, (Distt. Nasik.)

274. **Dr. (Smt.) Sushilabai Balraj,**
M. L. A., In front of Dhantoli Park, W. Park Road, Dhantoli, Nagpur.

275. **Shri Chhedilal Budhanlal Gupta,**
M. L. C., Advocate, Krishnapura Ward, Gondia.

276. **Shri Ramjeewan Faluram Chaudhari,**
M. L. C., Ward No. 9, Navi Shukrawari, Nagpur.

277. **Shri Krishnarao Gulabrao Deshmukh,**
M. P., 52, North Avenue, New Delhi.

278. **Shri Pandharinath Sitaramji Patil,**
M. P., At & Post-Chikhali (Distt. Buldana)

279. **Shri Atul Kumar Sanyal,**
Starkey Town Post Office, New Colony, Nagpur.

280. **Shri Shridhar Wasudeo Dhabe,**
Advocate, Mahal, Nagpur.

281. **Shri Shyamal Kanti Sanyal,**
Bornala, Nagpur.

282. **Shri K. B. Madan,**
General Manager, Empress Mills, New Colony, Nagpur.

283. **Shri A. S. Bobde,**
Advocate, Civil Lines, Nagpur.

284. **Justice Shri R. R. Bhole,**
Bombay High Court, Bombay-32.

285. **Shri S. D. Gedam,**
Vice-President, M. P., Congress Committee, Nagpur.

286. **Shri S. G. Tongo,**
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287. **Dr. P. G. Ekbote,**
Khamgaon.

288. **Shri Kewalchand Jain,**
Secretary, Congress Committee, Gondia.

289. **Shri A. M. Pinjarkar,**
Shop No. 23, Handloom Market, Gandhi Bag, Nagpur.

290. **Shri B. M. Deshmukh,**
Yeshwant Education Society, Wardha.

291. **Shri G. V. Palhade,**
Advocate, Akola.

292. **Shri Q. M. A. Wahab,**
Near Mental Hospital, Nagpur.

293. **Shri Rambhau Lingade,**
Suvarna Nagar, Buldana.

***Names once appeared in the list.**

Members of the Executive Council

1. **Dr. P. S. Mene,**
Vice-Chancellor,
Nagpur University, Nagpur.

2. **Shri G. P. Nagarkar,**
Education Director,
(Higher Education),
Maharashtra State,
Central Building, Poona.

3. **Dr. N. K. Upasani,**
Chairman,
Maharashtra Secondary
Education Board & Addl.
Director of Education,
Maharashtra State, Poona.

4. **Dr. G. M. Kulkarni,**
Principal,
Shri Binzani Nagar Mahavidyalaya, Umred Road,
Nagpur.

5. **Shri R. N. Kharche,**
Principal,
Jijamata Mahavidyalaya,
Buldana.

6. **Shri R. V. Ranade,**
'Mandar',
Daga Layout, Nagpur.

7. **Shri R. J. Gharphalkar,**
Tilakwadi, Yeotmal.

8. **Shri M. G. Vaidya,**
'Trailokya Dham',
Congress Nagar, Nagpur.

9. **Justice Shri B. A. Masodkar,**
Dhantoli, Nagpur.

10. **Shri Jal. P. Gimi,**
Civil Lines, Nagpur.

11. **Shri S. W. Dhabe,**
Advocate,
Ayachit Road, Mahal,
Nagpur.

12. **Shri G. J. Agrawal,**
Advocate,
'Jodhraj Bhavan', Sitabuldi,
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13. **Dr. C. V. N. Rao,**
Professor,
L. I. T., Nagpur.

14. **Shri M. M. Lanjewar,**
Principal,
Dhanwate National College,
Nagpur.

15. **Shri B. N. Waradpande,**
Principal,
Mathuradas Mohota Vidnyan
Mahavidyalaya, Nagpur.

* **Dr. P. S. Mene,**
Director,
L. I. T., Nagpur.

16. **Dr. B. R. Ashtikar,**
Dean, Faculty of Arts &
Professor of Sanskrit, Nagpur
Mahavidyalaya, Nagpur.

17. **Dr. R. H. Sahasrabudhey,**
Dean, Faculty of Science &
Head of the Deptt. of
Chemistry, University
Campus, Amravati Road,
Nagpur.

18. **Shri R. S. Jambhule,**
Deputy Director of Education, Nagpur Division,
Maharashtra State, Nagpur.

विद्वत् परिषदेच्या सभासदांची यादी

१९६३ च्या नागपूर विद्यापीठ कायद्याच्या कलम २१–१ प्रमाणे.

१. **कुलगुरु डॉ. पु. स. मेने**

विद्याशाखेचे अधिष्ठाते :

२. अधिष्ठाता, विज्ञान विद्याशाखा :
डॉ. रा. ह. सहस्त्रबुद्धे,
विभाग प्रमुख, रसायनशास्त्र,
नागपूर विद्यापीठ, नागपूर.

३. अधिष्ठाता, विधि विद्याशाखा :
न्यायमूर्ती श्री. भा. अ. मासोदकर,
धन्तोली, नागपूर.

४. अधिष्ठाता, वैद्यक विद्याशाखा :
डॉ. पी. जी. दशपुत्र
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११३, धरमपेठ एक्स्टेंशन, नागपूर.

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डॉ. मा. म. शाह,
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६. अधिष्ठाता, अभियांत्रिकी व तांत्रिकी विद्याशाखा :
श्री. वा. मो. काळमेघ,
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३६८, शंकरनगर, नागपूर.

१०. अधिष्ठाता, गृहविज्ञान विद्याशाखा :

रिक्त

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मान्यता प्राप्त संस्थांचे प्रमुख आणि संलग्न महाविद्यालयांचे प्राचार्य :

३७. डॉ. सितांशू मुकर्जी, प्राचार्य, नागपूर महाविद्यालय, नागपूर.

३८. डॉ. टी. एस. विल्किन्सन, प्राचार्य, हिस्लॉप कॉलेज, नागपूर.

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४०. डॉ. गो. मा. कुळकर्णी, प्राचार्य, श्री बिंझाणी नगर महाविद्यालय, नागपूर.

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४४. डॉ. व्ही. बी. पाठक, डीन, शासकीय वैद्यक महाविद्यालय, नागपूर.

४५. श्री. मो. म. लांजेवार, प्राचार्य, धनवटे राष्ट्रीय महाविद्यालय, नागपूर.

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वरोडा.

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प्राचार्य, श्रीमती लक्ष्मीबाई
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अकोला.

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प्राचार्या, शासकीय शिक्षण
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प्राचार्य, आर. टी. आयुर्वेद
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प्राचार्य, राजस्थान आर्यन कला
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वाणिज्य महाविद्यालय,
वाशीम.

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यवतमाळ.

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प्राचार्य, डी. व्ही. एस. पी.
कला व नारायणराव भट वाणिज्य
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१८७. डॉ. सी. एच. चक्रबर्ती, जीवरसायन शास्त्र विभाग, नागपूर विद्यापीठ, नागपूर.

सांख्यिकी

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१९०. श्री. बी. पी. जयस्वाल, अॅडव्होकेट, धंतोली, नागपूर.

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१९५. श्री. एस. जी. चरडे, १०५, रामनगर, नागपूर.

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१९७. श्री. श्रीनारायण अग्रवाल, गो. से. वाणिज्य महाविद्यालय, वर्धा.

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१९९. श्री. एस. जी. जोशी,
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२०४. डॉ. पी. आर. खानगावकर,
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गृहविज्ञान विद्याशाखा :

गृहविज्ञान (विशेष)

२२०. श्रीमती एन. पी. व[illegible]
नागपूर महाविद्यालय, [illegible]

गृहविज्ञान (सामान्य)

*२२१. डॉ. कु. एस. अयंगार,
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फॉर वुमेन,
नागपूर.

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२२२. श्री. एच. डी. ब्रढे, मुख्या[illegible]
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सेकंडरी हायस्कूल,
अमरावती.

विद्यामंडळाने निवडून दिलेले पांच [illegible]

२२३. श्री. ओ. बी. ठाकरे,
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नागपूर.

२२४. डॉ. वि. ग. हातवळणे,
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नागपूर विद्यापीठ,
नागपूर.

२२५. श्री. बा. सा. देशमुख,
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२२६. कु. शांती बूट,
श्री. पंडीतराव जोशी यांचा
बंगला, अमरावती कॅम्प,
अमरावती.

२२७. डॉ. कृ. ह. देशपांडे,
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नागपूर.

* यादीमध्ये एकदा येऊन गेलेले सभासद.

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    Lady Warden, University Girls' Hostels.

16. **Shri K. M. Sawant,**
    Asstt. Superintendent, University Press.

CONTENTS







[*Niyogi, Sir M. B. b.* 1886. *Vice-Chancellor, Nagpur University* (1932-35); *Judge, High Court of Judicature, Nagpur* (1936-46); *Chairman, Public Service Commission* (1948-53); *Nagpur Improvement Enquiry Committee* (1947); *Prohibition Enquiry Committee* (1951); *Chairman, Chhui Khadan Firing Enquiry Committee* (1953); *Christian Missionary Activities Enquiry Committee* (1954-56); *President, Nagpur Shikshan Mandal, etc.*]

PIONEERS OF NAGPUR UNIVERSITY

— **Shri M. B. Niyogi**

As I glance back on the official career in my public life bearing on Nagpur University, there flare up before my mind the stalwart figures of the Pioneers of Nagpur University, *viz.*,- Sir Bipin Krishna Bose, Sir Frank Sly, Sir Montagu Butler, Sir Hyde Gowan, Mr. C. E. Jones and Sir Hari Singh Gour.

It was as far back as 1914 that the initial attempt had been made to establish a University for C. P. and Berar by the appointment of an official Committee. That Committee, influenced by the recommendations of the Saddler Commission, put forward an elaborate scheme of teaching type in its report made in 1915. It had, however, to lie in cold storage until the termination of the First World War. A concrete bill which was introduced in 1922 in the Legislative Council passed into law in March, 1923, and brought into force in August, 1925.

The Foundation Chancellor was Sir Frank Sly, the Governor. Profoundly impressed by the charismatic personality of Mahatma Gandhiji, while he had been the Chairman of the Champaran Enquiry Commission in 1917, he was inclined to favour the aspirations of India. Accordingly, he was interested in making contacts with those like me who had suspended their practice in response to Gandhiji's call "Swaraj within one year" in compliance with the Congress Resolution in 1920. At the request of my *Alma Mater*, Hislop College, I addressed the Social Gathering held in 1922 under the Presidentship of Sir Frank Sly. In my address I complimented the U. F. C. Mission for its liberal and tolerant attitude towards other religions, with an allusion to Gandhiji as the incarnation of the Prince of Peace to work out the destiny of India under the aegis of the benign British Rule, in terms of Justice Ranade, *viz.*,- "as an inscrutable dispensation of Divine Providence". In the end, my peroration was : Britain is great and will ever remain great if only her children so confront themselves as to be worthy of their Great Mother. Sir Frank Sly wound up the proceedings by exhorting the young men to cultivate faith in British Justice, so that we might all say with one voice in not distant future : All is well that ends well.

It was but in the fitness of things that Sir Bipin Krishna Bose should be honoured as the Foundation Vice-Chancellor. He was then a towering personality laden with years (74) and honours (Rai Bahadur, C. I. E. Kt. K. C. I. E.). The enormous influence which he wielded at the time was such as to evoke the well merited tribute from Sir Benjamin Robertson (Chief Commissioner) in these graphic words : "Every tree and brick in Nagpur has a tale to tell about Sir Bipin." I had the unique privilege in 1905 when I approached him in my capacity as Secretary of the Lecture Series with the invitation to deliver a lecture. I found an individual, clad in dhoti and Kurta, seated in verandah. I asked : "Can I see R. B. Bipin Babusaheb ?" With endearing eyes he looked at me and queried : "What for ? If you have to say something to him, tell it to me and you will be telling Bipin Babu." I was embarrassed, a nonplus ! He put me easy by assuring me that he would send his reply direct to Dr. Robertson. Later on I came

in close contact with him (as Vice-President) in my capacity as an elected member (in 1915). He got interested in me when he came to know that I had Master's Degree both in Arts and Law. He introduced me into the study of Municipal problems like Octroi, Terminal Tax, Water Works, Sewage Farm. He was my guide also in the legal profession.

He introduced me into the University by nomination in the absence of ordinances and regulations at the time. In his inaugural address, he stressed two points, viz.—(1) that the University was not a department of Government and (2) that the essential and primary aim and function of the University is to undertake teaching and promote research.

Sir Montagu Butler succeeded Sir Frank Sly in 1925 when I happened to be the President of the Municipal Committee. He was perturbed at the outset when he found that I was reluctant to pay the expected call at the Government House. He invited me on the pretext of his being interested in acquainting himself with the various aspects of Municipal administration but really to tell me that the call at Government House was a mere formality implying courtesy and was devoid of any political significance.

During Sir M. Butler's term of office Lord Irwin visited Nagpur for laying the foundation stone of the Science College in July, 1926. He wished the Nagpur Municipal Committee to present him an address. When Sir Bipin conveyed that desire to me, I held a special meeting of the Committee in camera, and found that not a single elected member was in favour of the proposal. As advised, I met the Commissioner (Mr. C. U. Wills) and told him that I was an elected President; and I asked, "What would you do as an English citizen if you were in my position ?" Understanding what I meant, he told me that it was a matter of prestige with the Provincial Government and that some way must be found out of the impasse. I suggested that since the Viceroy had not been invited by the Municipal Committee of Nagpur City, he could well be invited by the Civil Station Committee, if it wished to do so. Accordingly, the Viceroy's reception came to be held there. In 1927, Sir Montagu Butler was helpful to me in solving the tangle of tenacious dispute about the location of Lokmanya Tilak's Statue by granting the prominent site on which the statue stands today. That marked the appreciation of the policy of Responsive Co-operation to the exclusion of Non co-operation and Civil Disobedience.

When I was President of the Municipal Committee the difference of opinion centred round whether any act of that body would be ultra vires for the reason that it was opposed to the policy of the Government which was founded on the dogma that India was an agricultural country only. This controversy was, of course, within the knowledge of the Governor.

My election to the office of the Vice-Chancellor was held by voting papers sent through Post. Sir M. Butler, as alleged, had received a communication challenging the accuracy of the counting of the votes. He invited Dr. Gour and me to meet him and suggested fresh election. I agreed but the suggestion was rejected outright by Sir Hari Singh . In my first interview with the Chancellor, I found him to be bureaucratic in his attitude towards the University. I drew his attention to the view expressed by Sir Bipin in his inaugural address that a University in India can no more be regarded as a department of Government than any in England. He was disinclined to give his assent. As to the other point stressed by Sir Bipin. I pressed the necessity of taking early steps to provide for teaching and research as laid down in the Statutory Constitution at the Convocation held in 1932 under the Presidentship of Sir Arthur Nelson.

Towards the end of his term of office, Sir Montagu Butler was displeased with me as I could not see my way to accede to his proposal to ask the late Shri N. K. Behere who was the Chairman of the Marathi Board of Studies as well as a member of the Executive Council, to relinquish his office for the reason that he had published a poem which the Government of Bombay thought to be seditious. It was impossible for me to agree with him as such a step was obviously incompatible with my dual capacity as a Judge. Of course, I drew his attention to Sir Bipin's declaration (made in his inaugural address) of the principle that University was not a Department of Government but Sir Montagu Butler was disinclined to concede to the University Autonomous Status. His attitude was anything but courteous towards me when he left the Nagpur Station.

Sir Hyde Gowan was, on the other hand, very cordial and considerate throughout the term of my office. He knew me for many years as he had been a Deputy Commissioner at Nagpur. He was helpful in every way particularly in providing sound footing for the College which is now known as Lady Amritbai Daga College for Women. Lady Gowan gave the lead by accepting the office of the President of the Society. His explanation

of Sir M. Butler was that he had to maintain the policy of the State as it stood then, but he thought that a University should be made Autonomous.

Mr. C. E. Jones came to Nagpur in his capacity as the Principal of Morris College in 1905, then located in the City, during the hectic and thrilling times that followed the Partition of Bengal. He used to go to his College on horse-back armed with pistol. I had the M. A. class (History) started by him, but before long, he banged the doors against me when he came to know that I had participated in a dinner party held in honour of the Late Revered Shri G. S. Khaparde, as a Member of Rashtriya Mandal. Such was the piquant Police servillance in those terrific days that though I appeared as a private (teacher) candidate for the examination in Allahabad, I would have been excluded but for the strong support given to me by Dr. Robertson, the Principal of my *Alma Mater*. Despite this past history in our relations, Mr. Jones' behaviour as a Member of the Executive Council towards me was highly commendable.

It was very unfortunate that Dr. Sir Hari Singh Gour had become a *persona non grata* in Nagpur University in spite of his high academic qualifications and eminence in public life. Never-the-less, when he became Vice-Chancellor, he was able to secure a magnificent site for the location of the Laxmi Narayan Institute during the short span of his two years of office. He belied his own past reputation as a miser by his splendid act of turning his entire wealth over to the foundation of Sagar University. Not long before he passed away he had his lunch with me, and while bidding good-bye, he made a present of an embroidered table-cloth and in a voice-choking with emotion uttered the words : "Shankarrao, keep this as a memento, I am going." He was indeed going with a worn out and shattered frame into the deep shadow of Life Beyond. Is he dead ? Nay ! He will ever remain enshrined in his immortal spiritual offspring, the University of Sagar !

संगच्छध्वं संवदध्वं सं नो मनांमि जायताम

Legal Implications of Biomedical Science

"HOW CAN SOCIETY USE BEHAVIOUR CONTROL TECHNIQUES TO RESTRAIN ANTI-SOCIAL ACTION WITHOUT DEHUMANIZATION FOR TYRANNY ?"

This is question which must be answered NOW.

We would like to emphasize that what will ultimately be done with scientific discoveries depends upon the consciences of men as "Science without conscience is the ruin of the soul". Will the new technology be accepted by our society ? In some respects, this is a political problem more than a legal one. *As lawyers and human beings, we must, with others, help give society "more sour" which is so needed today.* We must change the conscience of MAN in order to make sure that science and technology cannot be abused. New developments in the biomedical science and technology are not a danger to society, *it is in the way in which they are used that lies the danger*. What we need is not less science and technology, but better science and technology and in this connection the legal profession has an important rôle to play.

Although man cannot supress the growth of knowledge, the Government can influence the direction of scientific research through the power of strings. In this connection, it should be noted that a distinction must be made between science and technology, the former being concerned with knowing and the latter with using. The law with the exception of problems raised by experimentation ought primarily to deal with actions and thus technology.

नागपूर विद्यापीठान्तर्गताः सर्वाः विद्याशाखाः कर्मसु कौशलं एव योग इति
स्थापयन्ताः चिरंजिवीत्व माप्नुयात

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[Bose, Hon. Mr. Justice Vivian, b. 1891. *Grandson of Sir Bipin Krishna Bose; Principal, University College of Law, Nagpur; Additional Judicial Commissioner, Nagpur* (1931-34); *Chief Commissioner of India* (1948); *Chief Justice, High Court Judicature, Nagpur* (1949-51); *Chief Justice, Supreme Court of India; Judge of the International Court of Justice at the Hague.*]

REMINISCENCES

—Shri Vivian Bose

My connection with the University was of short duration and goes back many years. Most of my recollections are bound up with memories of my grandfather who was largely instrumental in founding it and was its first Vice-Chancellor.

I can still see him sitting at his desk in the early mornings, working over 12 hours a day, even at his age, pouring over plans of buildings, mulling over the proposed University Act, correcting proofs of its Rules, Regulations and Statutes, many of which he drafted himself, interviewing people and paying daily visits to the site of the Convocation Hall, watching the edifice rise brick by brick. He was conscientious and thorough to a fault and would not tolerate slipshod work or slackness, least of all in his grandson.

He set his face sternly against nepotism and communalism and firmly resisted the many pressures in those directions that men in his position have to contend with.

Before the University was born, education was in the hands of the British Government. There was a proposal in official circles that I should be appointed a law lecturer and groomed for the office of the Dean of the Faculty of Law which was then in contemplation. About that time, I started the Boy Scout Movement in this "Province" as it then was. This was bitterly opposed by Government which could not stomach the Scout Law that "A Scout is a brother to every other Scout". First, pressures, official and unofficial, were brought to bear on me. When I persisted the pressures were turned on my grandfather. He declined to influence me. I was dropped like a hot brick and another lecturer was appointed.

Friends and relations importuned my grandfather to use his influence on my behalf. Again he refused; nepotism was not to be thought of. When I was appointed a law lecturer and later made the first Principal of the University College of Law, my grandfather refused to have anything to do with it though he assented to the appointment as Vice-Chancellor after it was made.

I was not a success either as a lecturer or as Principal. I held strong views on legal education and the way it should be imparted. They clashed with currently accepted notions, especially with the student community; also, I hated red tape. Moghe, who was Registrar in my time, told my wife a few years ago that he could still remember being taken aback when I barged unceremoniously into his office one day and said : "I want this, and I want it immediately." I have no recollection of the incident and do not know what the outcome was. But I was not popular and everybody breathed a sigh of relief when I was appointed Government Advocate and the College passed into abler hands more in tune with current trends and with a deeper understanding of student psychology.

My grandfather's stern sense of duty was seen at its strongest when my grandmother died. He had been

up with her all night and several nights before. He was visibly tired. But he had called an important University meeting at 7 that morning and people had come from all over the Province to attend it. He refused to postpone it and postponed the funeral instead. He presided over the meeting as usual and said not a word of his grief. Few knew what had happened. When the meeting was over he came back and the funeral proceeded. This was not callousness, for the two were fond of each other and were very close. But he would not let private grief interfere with the discharge of a public duty.

Another great and wise Vice-Chancellor was the Revd. J. F. McFadyen. A law lecturer had to be appointed. He showed me the list submitted to him and said that he felt J. Sen (later a judge of the Nagpur High Court) should be appointed because he was the only one who had not submitted "chits", or asked for an interview, or sent friends and relatives to importune for him. He said competent men do not angle for jobs and do not need to. Their reputation and record speak for themselves: others seek them out. Sen was appointed.

I had another contact with the University, also of a negative kind. The Late D. Laxminarayan bequeathed the bulk of his fortune for the establishment of a Fund for the furtherance of science among the Hindu Community. His Will stipulated that the fund sh[...] be administered by two trustees, one of whom was t[...] the Government Advocate of the time and the o[...] the Commissioner of Nagpur. Due to the wording [...] the Will, which I don't think Laxminarayan intend[...] the office of the trustees was not to be ex-officio [...] personal to whoever happened to occupy those off[...] at the time of his death. C. M. Trivedi, later Govern[...] of the Punjab, was then Commissioner and I w[...] Government Advocate. Trivedi was due for a trans[...] and did not feel he could accept the heavy responsib[...] away from Nagpur. I thought the bequest was commu[...] and did not feel I could be associated with it especia[...] as this would have to be worked in collaboration w[...] the University, an institution which by its very definit[...] is universal and non-discriminatory. So we b[...] declined. Neither was consulted when the Will w[...] drawn and we knew nothing of the condition or beque[...] Sir Montagu Butler, who was the Governor of t[...] Province and Chancellor of the University, asked [...] to reconsider our decision; but we persisted. W[...] both felt that a bequest of this kind should be admini[...]tered by the University. But for that I would n[...] be the sole trustee and Administrator of the Fu[...] because Trivedi would have pulled out in any case wh[...] he left the Province. Fortunately for the Univers[...] it has been spared that calamity.



[Mirashi, Mahamahopadhyaya Dr. V. V. b. 1893. *Principal, Morris College, Nagpur* (1942-47); *Vidarbha Mahavidyalaya, Amravati* (1947-50); *Hon. Professor of Ancient Indian History and Culture, Nagpur University* (1956-66); *Officer-in-Charge of Post-Garaduate Teaching; Humanities, Nagpur University* (1958-66); *President, All India Oriental Conference* (1959); *President Indian History Congress* (1961); *President, Numismatic Society of India* (1951); *etc.*]

SOME REMINISCENCES

—Dr. V. V. Mirashi

I have been intimately connected with Nagpur University ever since its foundation in 1923 and am, I believe, a very old, if not the oldest, member of it. Therefore, I welcome the Vice-Chancellor's invitation to contribute a short note on my reminiscences about the University.

When I joined Morris College (Now Nagpur Mahavidyalaya) nearly fifty-five years ago, the Saddler Calcutta University Commission Report had been published and Mr. F. P. Tostevin, Principal of Morris College, had been placed on special duty to draft a bill for the proposed University of Nagpur in the light of the Commission's recommendations. The proposed University was to cater to the needs of the then Central Provinces and Berar including the present Vidarbha and the Chhattisgarh and Jabalpur Divisions of the present Madhya Pradesh. The University was, therefore, planned to be of the Teaching-cum-Affiliating type. Nagpur University could not, however, undertake post-graduate teaching work for the first three decades and continued to be of the Affiliating type during this long period. It could not make good progress for want of an adequate Campus and Teaching Staff.

The formation of the Bombay Province comprising all Marathi-speaking people gave a fillip to the academic activities of the University. The University had just then resolved to start post-graduate teaching in some subjects like Ancient Indian History and Culture, for which eminent scholars like Dr. R. C. Majumdar had been appointed. They did not, however, continue long here in the atmosphere of the time. So they resigned and went away. It appeared quite likely that the Department of Ancient Indian History and Culture which had just been started in the University would be closed down. The then Vice-Chancellor then invited me to organise it in an honorary capacity as, he said, I was in the *Vanaprasthasrama*, having retired from the educational service of the State five years before. My hands were quite full with important research work which I had undertaken for the Archaeological Department of the Government of India. Still, in view of the urgency of the situation I accepted the post of the Hon. Professor of Ancient Indian History and Culture on a mere pittance. Later, I was also saddled with the work of organising the post-graduate teaching (Humanities) in the University. I continued to do this work for nearly ten years. This is how I became connected with the teaching work of the University.

There has been considerable change in our conception of University education during the last half a century. When I joined Educational service here, college teachers were not expected to contribute to the advancement of knowledge in their own subjects by actively engaging themselves in research work. I had, however, received my education in the Bombay Presidency, where we had the glorious examples of Sanskrit Professors like Buhler, Kielhorn and R. G. Bhandarkar, who had made valuable contributions to our knowledge of Sanskrit and Ancient Indian History and Culture. In the Central Provinces and Berar similar work was being done

by Rai Bahadur Hiralal. I was, therefore, soon attracted to research work in Sanskrit and Ancient Indian History. What little I could do was highly appreciated by Rai Bahadur Hiralal and connoisseurs of such work like Rai Bahadur K. N. Dikshit, Deputy Director of Archaeology in the Government of India. This brought me to the notice of the Government of India. When in 1935 after the sad demise of Rai Bahadur Hiralal, the question of offering the editorship of the fourth volume of the Corpus Inscriptionum Indicarum (Collection of Indian Inscriptions) comprising inscriptions of ancient dynasties ruling in Maharashtra, Mahakoshal and Uttar Pradesh, came up, the work was assigned to me. After ten years of strenuous work I completed the task in 1945 and the Volume was published in 1955. Later, I undertook and completed another Volume of the Series comprising the inscriptions of the Vakatakas who were ruling over Vidarbha in ancient times.

For this unique honour not shared by any Indian scholar so far I am immensely indebted to the Library of Nagpur University. Such work requires a very well-stocked library of costly books and research journals. The University Library which was then in its infancy, was sadly lacking in these, but the Vice-Chancellors of the time such as Sir Bhawani Shankar Niyogi, Sir Hari Singh Gour and Dr. T. J. Kedar who appreciated the importance of the work which I had undertaken, gave m full scope in ordering books and research journals, a result of which the University Library has beco quite useful and adequate for research work in Sansk and Ancient Indian History. When Dr. R. C. Majumd who headed the Inquiry Committee of the U. G. C. the time of the starting of the University Departm of Ancient Indian History and Culture saw the collecti of books and research journals bearing on the subje in the University Library he was very much surprised Since then the collection is catering to the needs o research students of these subjects.

Circumstances have greatly changed during the la fifty years. We now attach much more importance t research work and advancement of knowledge made b the teachers and students of the University. We now hav on the staff of many of the affiliated colleges teacher who have taken doctorates in their subjects. But it i sad to find that they do not retain their love for researc after their appointment or promotion. Want of th necessary facilities may also be one of the reasons for th indifference to research. On this unique occasion o the Golden Jubilee of the University, let me hope th the teachers and students of the University will tak greater interest in research and advancement of know ledge and bring undying glory to their *Alma Mater.*



[Dr. Modak, M. S., b. 1899. Registrar, Education Dept. and Secretary, Board of Secondary Education (1937); Under Secretary to Govt. Education Dept., Madhya Pradesh (1939); Divisional Supdt. of Education, Jabalpur and Chhatisgarh Divisions (1944-45); D. P. I. and Chairman, Board of Secondary Education, Madhya Pradesh (1953-54); Registrar, Nagpur University (1956-63).]

SEVEN MEMORABLE YEARS IN THE UNIVERSITY

—M. S. Modak

There was an element of dramatic suddenness in my being asked to take over as Registrar with effect from 11th July, 1956, when the permanent incumbent was due to proceed on leave preparatory to retirement. Shri K. T. Mangalmurti, the then Vice-Chancellor, Shri P. Y. Deshpande and the late Shri Shankar Balaji Shastri surprised me with this altogether unexpected proposition late at night on 10th July when they met me at my place. I was left with less than twenty-four hours to decide ! My contact with the University till then was formal and occasional — almost entirely limited to ex-officio membership of the Academic Council and therefore of the Court in 1953-54 in my capacity as Chairman of the High School Education Board. Earlier, as Under Secretary, Education Department, I had to deal with matters relating to the University. I, moreover, felt that the Deputy Registrar should be asked to step in to fill the gap and not an outsider. It was, however, made clear to me by the Vice-Chancellor that the Deputy Registrar had already expressed his inability to shoulder the responsibility. All relevant aspects — Shri Mangalmurti told me — were duly considered before the decision was taken to rope me in to tide over the emergency. I bowed consent stipulating at the same time that, as in Government, the emergency period in the University should not exceed six months and meanwhile requisite steps be taken to recruit a Registrar on a permanent basis. In actuality, however, this period by successive extensions eventuated into seven memorable years during which I had the privilege to serve the University under three distinguished Vice-Chancellors — all the three being judges of the High Court.

2. These seven years (1956-63) formed a period of sustained transition. Consequent on re-organisation of States, Vidarbha (comprising the eight Marathi Districts covering the entire jurisdiction of the University) was first tagged on to Bilingual Bombay and later merged with Maharashtra. The administrative pattern obtaining in Bilingual Bombay and Maharashtra differed from that of the former Madhya Pradesh with which we were quite conversant. Several problems cropped up giving me, at times, some anxious moments. Not that the transitional stage was altogether without its comic repercussions.

3. A writ of Mandamus in frightening phraseology with its overawing seal served on me in my capacity as the Returning Officer for elections to the Court from the Registered Graduates' Constituency gave me a foretaste of the University atmosphere being suffused with political undertone. It was all over the interpretation I had put on the word "Seal". Such of the nomination papers as were not "properly sealed" in conformity with this interpretation were rejected by me as invalid. The writ was a sequel to my decision being challenged in the High Court by an aggrieved party. It was fixed for immediate hearing before Mudholkar and Kotwal JJ. Both the Vice-Chancellor and the then Treasurer (Shri R. M. Hajarnavis) were out of Nagpur and I had to fend for myself. I prepared a reasoned statement detailing the administrative considerations in support of my

interpretation. Scouring through the files dealing with previous elections, I was immensely relieved to come across a note by Dr. M. B. Niyogi — the then Vice-Chancellor who was also Chief Justice — which lent support to the interpretation I had put. I incorporated this note in my return to be submitted to the High Court in reply to the writ. I had to brief a counsel for the University. The Advocate-General, Madhya Pradesh, was appearing for the opposite side. I decided to approach Barrister S. K. Wankhede — a former Treasurer of the University. With the spontaneity of response characteristic of a genuine sportsman, Shri Wankhede took the load off my head relieving me of all anxiety. The writ was dismissed on a preliminary issue as the appellant had not exhausted the specific relief provided for in the then University Act, *viz.*— appeal to the Chancellor in the first instance.

4. On another occasion, I passed through moments of tense anxiety. Gold Medals for being awarded to successful students were not allowed to be prepared on the plea that they violated some provision of the Gold Control Order. This unexpected obstruction shot up on the very eve of the Convocation. The firm entrusted with the job of preparing the medals expressed its helplessness in the matter. They had taken care to utilise for the purpose the Yellow Metal of a carat strength permissible under the Control Order. But the authorities concerned would not relent. One can well imagine the intensity of frustration likely to be experienced by the expectant medal-winners assembled for the Convocation. It was decided that the Chancellor (Shrimati Vijayalaxmi Pandit) who was to preside over the convocation should be informed of the exact position here so that she would not be taken altogether unawares should the students make a move to register an articulate protest. The Governor's Secretary was contacted and posted with full details and requested to communicate the position to the Chancellor. Later in the evening the local officer of the concerned department surprised me with his hurried visit to tell me that the higher authorities had revised their earlier stand and permitted the preparation of the gold medals ! Needless to add that the Convocation was a smooth sailing with the medals awarded.

5. Publication of the University Examination results in the "Official Gazette" had an interesting sequel. I was presented with a huge bill of a couple of thousand rupees as charges for the publication of results in the Gazette, by the Director, Government Printing. There was no budget provision for the expenditure nor was any payment made for such publication in previous years as the former Madhya Pradesh Government never charged the University on this account. The University functioned under the Nagpur University Act — an enactment of the Madhya Pradesh Government. Publication of the examination results in the "Official Gazette" by the University was a statutory requirement. But meanwhile the re-organisation of the States had tagged us on to Bombay and the Director of Printing was obviously following the rules of his Government. His presentation of the bill to me seemed therefore justifiable. Equally justifiable was my refusal to pay as the publication of the results in the Official Gazette was not of the University's seeking but was a statutory obligation imposed on the University by the Nagpur Uhiversity Act — an enactment for which the State Government is entirely responsible. To compel the University by Law to do a thing and then turn round and ask in the same breath for payment for having done the thing was surely odd ! I pointed out this funny situation in my reply and somebody in the Bombay Secretariat realising the manifest oddity took up the point so well that not only the bill was withdrawn but also the Nagpur University Act was amended *Suo Motu*, doing away with the compulsion to publish the results in the Official Gazette. Not only the Nagpur but also the Poona University Act underwent a somewhat similar simultaneous amendment as could be seen from the Gazette Notification.

6. The seven year period witnessed a transition in the academic field as well. The Three-Year Degree Course was launched by the University Grants Commission headed by its distinguished Chairman Dr. C. D. Deshmukh. Establishment of the University Teaching Departments in the various subjects was gradually taken up making an initial start with the system of contributory teaching by selected teachers from the affiliated colleges. As funds became available from the University Grants Commission and the State Government in the prescribed proportion, the Teaching Departments were gradually manned by a whole-time staff of lecturers, readers and professors recruited by the University. Development of the University in other respects was also proceeding apace during this transitional period. The formal marking of the Campus area was celebrated at a symbolic inauguration function at the hands of Shri Y. B. Chavan the then Chief Minister. The Vice-Chancellors and representatives of all the Universities in Bilingual Bombay including Universities in Gujrat met at Nagpur

the first meeting of the State Inter-University Board. With the emergence of the Maharashtra State, the membership of the State Inter-University Board was limited to the representatives of the Universities in Maharashtra. We had meetings at Nagpur and Bombay of the Maharashtra State Inter-University Board as well. With the reorganisation of States, Nagpur ceased to be the headquarters of the Public Service Commission. The responsibility of conducting the various examinations held by the Union Public Service Commission including the I. A. S. Examination at Nagpur was undertaken by the University with a view to continue the convenience and facilities afforded by the Nagpur centre to candidates from Vidarbha and surrounding Hindi districts.

I have briefly touched some special and significant features that made the seven year period a memorable tenure for me.



[Moses, Dr. David G., b. 1902. Principal, Hislop College, for over twenty-five years; Visiting Professor, New York Union Theological Seminary; President, East Asia Christian Conference; Member, Presidium of the World Council of Churches; held many high positions in Nagpur University — Dean of the Faculty of Arts, Member of the Executive Council, etc.]

NAGPUR UNIVERSITY AND ITS CONSTITUENT COLLEGES

—Dr. David G. Moses

The occasion of the 50th Anniversary of Nagpur University is a matter of great rejoicing to all of us who have been in any way associated with the life of this University. It is also a matter of great thankfulness to God Almighty for allowing this University to function usefully and to the benefit of so many all these years. Not only that, but so far as Nagpur University is concerned, it has been a period of steady growth and progress. And when we remember that this University has had a more or less equitable life with no major student trouble or anything of that kind, it is all the more a matter of great joy. It has been my fortune to be uninterruptedly associated with this University from July, 1926. I have seen many changes taking place in connection with this University, in the expansion of the plant, in the numerous addition of Faculties and also in introducing certain new features, *viz.,*— in respect of the media of instruction. Some of those innovations may not be thoroughly approved by others, but the fact remains that these changes were dictated by considerations of the interests of students and the general welfare of the State. My first word, therefore, is one of the heartiest congratulations to Nagpur University on this day of celebration of the Golden Jubilee.

But what I am interested in doing in this short essay is not so much to give my impressions of the famous Vice-Chancellors and the great events that happened in the last fifty years, but rather to highlight some of the fruitful ways in which the University's relations with the constituent colleges have developed. I am sure many others will have different ways of stating the relation between the University and the constituent colleges. But I want to do this in terms of the relation that existed between one such college and the University; for, naturally, it is in terms of my own college with which I had the privilege of being associated for nearly over forty years. Looking back on my experience in this University, the outstanding feature that comes to my mind is the unfailing assistance and the encouragement the college has had from the authorities of the University, whenever I suggested something that would increase the academic or the social usefulness of the University as a whole and that of the constituent colleges in particular.

We have been speaking a great deal these days of finding out ways and means of relating our university students to the community in which they live. We had a very small Association called "The Social Service Society" and under its auspices we were trying to get the students to remember that they were surrounded by a large majority of people who have not had the privileges which they enjoy, and to find out in what little ways we could make a beginning in instilling the idea of service in the minds of our students and giving them practical opportunities to express that idea in action. And I discovered before long, that the idea was not a new one by any means, and that a large number of students from all other colleges were terribly interested in doing something for the people around them or for the villages not far from our institutions. Because of the encouragement given by the Vice-Chancellors — and especially the late Pandit Kunjilal Dube — what became known as "The

University Social Service Society" was inaugurated. It had membership of students and teachers from a number of colleges and every Sunday morning or other holidays, students of the University went in groups to the nearby village of Godhani, a village five and a half miles from Nagpur on the Chhindwara Road, and engaged themselves in various kinds of activities in the village — sanitary, adult education and other cultural activities. I mustn't forget to mention that women students, including students as far away as the Medical College, Nagpur, took an active part in this work. The effect of all this association was to bring the students of different colleges in the University into one fellowship.

Another aspect in which the College worked was in bringing together the different teachers of colleges and forming themselves into what was known as "The Teachers' Club". This again was a source of fulfilling in another way the meaning of the University which is to bring together the staff and students into an intimate relationship. Very soon the teachers discovered that the Club could function not only in terms of social coming together but in terms of intellectual stimulation and with inter-disciplinary discussions. For example, they had one Seminar on "Nature of Truth in Different Realms". I am glad to say that this organisation is still functioning. But it was started many years ago with the then Dean of the Faculty of Arts, Dr. Ganguli, as the Chairman.

Some of the other important contributions which colleges made to the University during this period were in enabling them to add new subjects to the curriculum. One of those subjects was the very important branch of study called "Mass Communication" or popularly known as 'Journalism'. Here again, the encouragement of the University was whole-hearted, inspite of the fact that it was relatively a novel subject and many of the conditions necessary for the practical training in the subject were not easily available in those days. Because of financial difficulties, the Hislop College could not continue the teaching of this subject and it was temporarily closed down. But it is gratifying to note that it has now been undertaken by the University itself. It is not necessary to dilate upon the fundamental importance of this subject in our country at this stage in our experiment in democracy. But it is a subject demanding members of staff who have gone through very strict and scientific course of studies and practical training. If I had waited patiently for another two years, I would have had all the finance necessary to run the Post-Graduate course in Journalism. But the time for my retirement had come, and I could not wait to undertake this additional responsibility. In this connecti I must make a mention of the generous attitude of t U. G. C. under its Chairmanship of Dr. D. S. Koth He was terribly interested in upgrading the Journal Course from the Bachelor's to the Master's stage a because even two-thirds of the total expenditure of t scheme was too much of a burden on the back of private institution, he even promised me a recurri grant for five years, instead of the usual three yea My only consolation is in the fact that this importa new course of studies is still under the protection a guidance of Nagpur University and I have no dou in course of time, it will be upgraded to the Master Degree stage. Under the auspices of this departme a research project was undertaken dealing with the tot life of a teacher in the University, his academic, econo and social demands and obligations. It was al responsible for putting out an earlier report on t 'Beggar Problem of Nagpur'. It was an effort by t students of the various departments under the guidan of some senior teachers. It had one immediate eff on the Nagpur Public, *viz.*,— the Corporation decide to move in the matter and built initially one or t 'Homes' in which these poor people (who otherw spent their shivering life under the overbridge) we accommodated and taken care of, especially during t severe winter. One of the big ideals of the Univers of making our education not only theoretical b practical was given a start in this manner.

I mustn't forget to mention the introduction "Sociology" and "Social Work" upto the M. A. standa in the University. This was also the result of a mut relation and influence of the constituent college and t University. After twelve years of teaching the subje one of the constituent colleges of the University w willing to hand over its continuation in the Univers fulfilling the conditions prescribed by the U. G. C. wh came to enquire into the matter. This again was instance where there was a very fruitful relation betw the University and the constituent college. Now t subject has become widespread and is being taught practically all the colleges in Nagpur University.

The above instances illustrate the two importa characteristics of the University, *viz.*,— commitment higher learning and companionship between students a staff and between colleges and the University. I thi if we take care that these two ideals play an importa part in our institutions and in the University, there nothing but infinite progress waiting to be achie by Nagpur University.



[Banerji, Rai Saheb, S. P., b. 1899. One of the two Assistants with whom the Nagpur University Office started functioning; rose to the position of Assistant Registrar and then Librarian, Nagpur University Library; first Secretary to the Nagpur Improvement Trust; President, Maharashtra Union of Working Journalists; Honorary Magistrate since 1967. His Excellency Sir Henry Twynam said that Sri Banerji had 'been of the greatest assistance to successive Vice-Chancellors' and for this service he was awarded Rai Saheb in 1943.]

DR. T. J. KEDAR

—S. P. Banerji

Dr. T. J. Kedar was one of the ablest Vice-Chancellors of Nagpur University. There was never a Vice-Chancellor so full of the drama of action. Every day had its new sensation. He has left a landmark in the University more enduring than brass. In boldness of conception, in fertility of resources, in resoluteness of purpose, which grows stronger after each defeat, in courage of heart and deftness of hand, which seeks to dare all and do all, Dr. Kedar was almost without a peer.

As Personal Secretary to the Vice-Chancellor I had the unique privilege of closely observing his memorable regime. One cannot say of him what Matthew Arnold says of Shelley, "a beautiful but ineffectual angel beating in the void his luminous wings in vain". "He had", in the words of Sir Henry Twynam, the then Governor and Chancellor, "the courage to dream because he had the power to fight and the confidence to win — ; his will itself was the path to the goal".

A man of dynamic personality, deep moral earnestness and strong perception of his office's great responsibilities, Dr. Kedar never spared himself. The keen interest he evinced in the affairs of the University, the staunch support he gave to the various schemes for University Development, his deep sympathy for the welfare of the students and the keen disappointment he felt when he realised it was not practicable, due to indifference of the Government, to open a Medical College in Nagpur during his term of office, are well known to all. As Vice-Chancellor, he left behind him a tradition of high ideals, kindliness and unfailing courtesy.

Like all strong men, Dr. Kedar came into sharp clash with the wills of others and particularly with the bureaucratic administration of the time. He challenged criticisms and invited enmities. He was too outspoken and faced his task with his usual moral courage and noble disregard of personal unpopularity. He sometimes pushed his plans a little too relentlessly and advocated a good cause with unnecessary vehemence. So many a time people mistook him and therein perhaps partly lies the explanation of the unhappy note upon which his second term of Vice-Chancellorship ended in 1944.

Internally, Dr. Kedar's period of office was made especially remarkable for a drastic overhauling of the machinery of office administration. With robust faith in democracy that was characteristic of him, he did away with the red-tapism from his vigorous administration. All the Departments of the University were subjected to searching tests. Some were restored to order, some susceptibilities were ruffled and many vested interests disturbed. Yet on the whole the results obtained were satisfactory and generally recognised. Whatever may be the interpretation of his regime, we are sure in retrospect that the stern decisions taken and efficiently applied in many cases were the only correct ones, and that his rock-like steadfastness on the question of Commerce College at Wardha, then in a dangerously fluid situation, merited unstinted praise. The rapid expansion of the O. T. C. Corps and the speedy inauguration of the Indian Air Force Training Corps are much to his credit. The

Laxminarayan Institute of Technology is a permanent memorial of his administration. It was in the fitness of things that in recognition of these valuable services Dr. Kedar has been permanently associated with the University by the conferral of the highest academic honour which it had in its power to bestow.

Dr. Kedar and his Vice-Chancellorship might be fairly summed up in these simple words : Dr. Kedar administered the University with prudence, integrity and benevolence, never forgot that the University existed for the welfare of the teachers and its students, and allowed liberty to the expansion of public opinion.

As he set side by side what he had done and w... he had still to do, as he made up the debit and cre... sheets of his life's account, he felt a restless, uncon... llable impulse, a fierce urging of the spirit, fearing ... his dedication of self might prove an unworthy offeri... Life piled on life were too little for the service of ... country, and to him of the one but little remain... Had he been spared longer, what new fields of glo... he would have elected to enter, what other and grea... fights for freedom he would have fought, it is diffic... for us to imagine.



[*Moghe, S. V., b.* 1904. *One of the two Assistants with whom the Nagpur University Office started; functioning stood fifth in order of merit in the All India Typist Contest in* 1938; *retired as Office Superintendent in* 1961; *now a Journalist and a prolific contributor to journals and newspapers.*]

Reminiscences of the Oldest Employee

—**S. V. Moghe**

Tick, tick, tick. The ever busy hands of the clock move on. Seconds add up to minutes, minutes to hours, hours to days, days to months and years and lo ! Nagpur University which was established on the 4th August, 1923, without any fanfare or a formal ceremony, has completed 50 years of its existence and is celebrating her *Golden Jubilee*, inaugurated by our august Prime Minister Mrs. Indira Gandhi.

In July, 1923, I was working in the office of the Director of Public Instruction, C. P. and Berar, when Dr. G. R. Hunter was appointed officer on special duty to organise the University. I was selected to work with him because I could read his handwriting. I retired in November, 1961, after 38 years of service. On this happy occasion of the Golden Jubilee of our University, I recall with pleasure many sweet incidents that occurred during a period extending over half a century.

The University Office was at first located in a room in the Secretariat. Later it was shifted to a bungalow, named North Chambers Bungalow, which was standing where the Institute of Science now stands. It was later shifted to the South Chambers Bungalow, which was formerly occupied by Mr. Leslie, Garden Superintendent. When this building was dismantled, the University Office was shifted to Mr. Chitnavis' Bungalow, near the General Post Office. Finally we moved to our permanent habitation when the University Convocation Hall came up in 1926, mainly through the efforts of our beloved foundation Vice-Chancellor Sir Bipin Krishna Bose.

As I draw upon my memories I find it well-nigh impossible to pass on without expatiating a little on this august personality to whom Nagpur's intellectual awakening owes the largest debt. I can still see in my mind's eye Sir Bipin going from door to door to collect donations for the Convocation Hall and writing innumerable letters outside. Sir Jamshetjee Nusserwanji Tata, at his request, made a handsome donation of rupees one lakh to the University Building Fund and today his life-size portrait, along with that of Sir Bipin, adorns the University Convocation Hall.

Sir Bipin got the best timber from Allapalli in Chanda District and huge stones from a well-known quarry and saw the building rise brick by brick. As the building rose his eyes gleamed with joy of fulfilment. I have never seen a man supervising his own house with such enthusiastic pains.

Sir Bipin always consulted the senior members of the Executive Council before taking any important decision and drafted all important letters himself. He was a prolific and swift writer and he wrote pages after pages, which I had the honour of typing. He always wrote with an old-fashioned fountain pen which he often dipped in water—an ordinary boy's habit of an extraordinary man. After Sir Bipin about a dozen Vice-Chancellors came on the scene, but none worked so hard and none commanded so much respect from one and all. His name is inseparable from Nagpur, and he will live so as long Nagpur lives.

The examinations of 1923 were conducted by Allahabad University, as in the past. From 1924 Nagpur University conducted all examinations and declared the results independently. She had learnt to stand on her own legs.

Tremendous Progress

What a tremendous progress our University has made ! From mere 6 colleges in 1923 it has now 165, including teaching departments. There were only 600 students on its roll in 1923, the number is now more than 90,000. The number of examinations has also gone up from 10 to 150. In 1924 there were only 149 candidates for B. A. and 313 for the Intermediate Examination. Add to all this the fact that she has given birth to three Universities — Jabalpur University, Sagar University and Ravishankar University, Raipur.

Dr. G. R. Hunter, our first Registrar, did a lot of spade work. Under the able guidance of Sir Bipin, he drafted the Act, Statutes and Ordinances. Mostly we adopted the Allahabad University Act, with a little blending of the Act, Statutes and Ordinances of Oxford University. The University meetings were held in the same building where our office was located. Convocations were held in the Council Hall. Some meetings and functions were also held in the Victoria Technical Institute Hall in Maharaj Bagh.

Miss Margaret Samuel was the first lady graduate of Nagpur University. If I remember aright, Miss Geeta Sane, who later earned a name as a Marathi novelist, was the first prize winner.

Our Officers

Among the Vice-Chancellors, Sir Bipin Krishna Bose commanded the greatest respect; Rev. Dr. J. F. McFadyen insisted that officers must never use imperative language; Dr. Sir Hari Singh Gour was always grave; Mr. G. B. Badkas was a man of few words; Mr. W. R. Puranik and Dr. T. J. Kedar could be approached without fear; Mr. K. T. Mangalmurti started coming regularly to the office in the evening, while his predecessors worked from their residence. Mr. T. J. Kedar was the only Vice-Chancellor who occasionally donned the uniform of Lt. Col. of the N. C. C. Mr. K. L. Dubey who occupied the post for the longest period, was the only Vice-Chancellor of this University who went to attend the Quinquennial Commonwealth Universities Conference in London, as one of the representatives of Indian Universities.

Mr. U. Mishra, Registrar, was a hard task-master and, thanks to him, a host of those who worked under him could rise to high positions in life. Mr. G. A. Puranik, who started as a clerk in the University Office, was appointed a lecturer in the Training College and later rose to the office of the Principal there as well as Dean of the Faculty of Education. Mr. M. R. Thakur, who joined us as a clerk in the Law College, passed his M. A. and LL. B. while in service and is now an Assistant Registrar. Mr. N. A. Chautray, who joined as a Record Lifter, is now the Assistant Registrar in the Confidential Section. He passed all his examinations, from Matriculation to M.A. creditably while in service, this is a living example of perseverence, patience and the triumph of indomitable will. Mr. S. L. Turile, who started as a typist, is now the Superintendent of the University Press. Two of us who passed their M. A. Examination, Messrs C. A. Saraf and S. V. Pande, have gone as lecturers in colleges. Mr. U. Misra, on relinquishment of his post as Registrar here was appointed Rector of Jabalpur University; Mr. K. R. Pandya, Deputy Registrar, went to Jabalpur University as Registrar. Unfortunately both of them are no more. Mr. V. Shankaran and Mr. S. C. Seth, Assistant Registrars, are now Registrars of Ujjain and Jabalpur Universities. Mr. Y. M. Mulay, our Librarian, had the unique distinction to be the Librarian of the National Library, Calcutta; and Mr. K. K. Shrivastava, who was in-charge of printing text books here, is now an Assistant Registrar at Bhopal. Two of the oldest employees of this University, *viz.*—Mr. S. P. Banerji and myself are now working as whole-time journalists. Mr. Banerji now in his 75th year is the Staff Correspondent of *The Statesman*, Calcutta and I, in my 70th year, have been on the editorial staff of *Nagpur Times* for the last ten years.

Many of the teachers in our colleges, members of our authorities and bodies occupied high offices in our country. To name only a few: Mr. Vivian Bose, who was the Principal of the University College of Law became Judge of the Supreme Court and later Judge of the International Court of Justice at the Hague. Mr. Hidayatullah, who was a lecturer in law and later Dean of the Faculty of Law, rose to be Judge of Nagpur High Court, Chief Justice of the Supreme Court and had the unique honour of officiating as President of India. Dr. V. S. Jha, Dean of the Faculty of Education, worked as Chairman of the Union Public Service Commission

Mr. Shriman Narayan, Principal of G. S. College of Commerce, Wardha, was our Ambassador in Nepal and later Governor of Gujrat.

I am glad I had the opportunity of working in the University Office for 38 years and when I think of the favours which I received from my officers and colleagues, to quote Poet Robert Southey :

"My cheeks have often been bedew'd
With tears of thoughtful gratitude".

I am now 70, was operated for cancer five years ago and had a heart attack last September, yet, with the habit of hard work that I imbibed from Sir Bipin and Mr. U. Misra, I keep myself always busy. Some day I shall cease to be, but if I have to live again, I would certainly prefer to be on the staff of the University Office. My debt to this University is too big for me to repay in one life.

Problems of Higher Education

—Dr. Shriman Narayan

The basic problem which has to be faced by the Indian Universities is the vital problem of raising the *quality* of higher education. While, with fast-growing population, the Universities have to grapple with larger numbers, it must be conceded that expansion of education must not be at the cost of its quality and efficiency. Otherwise, the very purpose of imparting higher education for training our youngmen in different walks of life would be thwarted and frustrated. Ensuring high quality for University Education would necessitate limitation in numbers of enrolment in proportion to various avenues of employment likely to be available in different segments of national development in the coming years.

During the next five years, we should try to consolidate and further develop the existing Universities instead of spreading higher education rather thinly under political or regional pressures. The Universities will have to take concrete steps to discourage the opening of sub-standard affiliated colleges, more especially in the Arts courses. Such institutions, quite often started by unemployed graduates, tend to become centres of creating new unemployable graduates who would almost inevitably face disappointment and frustration. As pointed out by the Union Government in their National Education Policy Resolution, it would be much better to make technical and professional education at the secondary stage 'effectively terminal'. Instead of crowding the Universities with larger numbers, it is essential to diversify facilities for vocational education to cover a variety of fields such as agriculture, industry, trade and commerce, medicine and public health, home management, secretarial training, arts and crafts.

It is also essential to link education at all levels with growth and development so that students could engage themselves in socially useful and productive activities and fulfil the felt needs of the community.

The number of whole-time students admitted to a College or a University Department should be determined with reference to the employment opportunities in the country and in proportion to the strength of the staff and the library, laboratory and sports facilities available in institutions of higher learning. In their anxiety to have a large plan, different State Governments show undue haste in opening new Colleges and Universities and now more of Agricultural Universities, in their regions, without ensuring that the graduates and post-graduates trained in these institutions would readily secure suitable employment. It is, therefore, quite natural that a large number of students, who see no bright prospects for their future, falls an easy prey to violent and disruptive movements and functions as 'easy fodder' to various political groups who do not hesitate to exploit them for achieving their narrow and selfish ends.

Examination Reform

The existing system of education exercises a crippling effect on the physical, mental and moral capacities of the students. It is, therefore, essential to reform it in a radical manner, without any further delay. In addition to the

external examination, there should be adequate stress on continuous internal assessment by each subject-department so that undue emphasis on the final examination as the sole determinant of success is reduced. Practical work and viva voce tests have to be encouraged.

In sum, the examination system should not only assess the intellectual attainment of students but also take into account their active participation in productive and development activities, co-curricular programmes, social service, regularity in attendance and general behaviour.

Teachers — 'Conscience of the Nation'

I am convinced that teachers as well as students in our Universities must keep aloof from party politics of the day. Our youngmen, after passing out of these educational institutions, would be free to take an active part in national life and join various political parties of their choice. Even during student life, they are perfectly entitled to study different political ideologies and programmes with an objective and dispassionate mind. But so long as they are students in these temples of higher learning, they must not get involved in current politics and dislocate their peaceful functioning to the great detriment of the student community. The teachers also must not try to exploit their students for petty party or group politics and thereby vitiate the educational climate of the country. I have often felt that the teachers should function, more or less, as members of the judiciary, studying various problems with complete objectivity, without fear or favour and making available to the nation their considered views on different subjects. If the teachers themselves project views which are coloured and subjective, the basic function of a University would be diluted and nullified. In brief, teachers should strive to serve as the 'conscience of the nation' and help India to develop as a secular and socialist democracy along sound lines. While always trying to preserve a healthy link with our past culture and traditions, members of the teaching profession should be ready to assimilate new knowledge from all directions and should never hesitate to project new horizons for a better world order. The new challenges of modern science and technology have to be balanced with the eternal values of religion and spirituality in order to evolve and develop a new way of life in national as well as international spheres. Teachers are, to my mind, the 'salt of the earth' and must not lose their savour for trivial gains of a temporary nature.

Unrest among Students

Almost every University in the country is faced w the difficult problem of unrest amongst students. Du recent years, various remedies and solutions have been suggested for curbing indiscipline and violent upheaval among the youth. The Kothari Commission also analysed the basic causes of unrest and has enumerated measures for promoting discipline among students. I would not like to add to the plethora of recommendations in this regard. It is obvious that the responsibility for the situation could not be unilateral; it has to be multi-lateral. The students, parents, teachers, political parties and the Government must share the responsibility for this unhappy state of affairs and they must find proper solutions in a collective spirit, without trying to lay the blame at one another's door. If there is proper linkage between educational expansion and additional employment opportunities, if the teachers discharge their responsibilities with a greater sense of responsibility and scholarship, if the students steer clear of narrow party politics and if the Government provides adequate finances to the Universities without interfering with their academic freedom and autonomy, it does not require a prophet to declare that the present unrest among students would gradually wither away and yield place to a constructive atmosphere for nation-building on healthy lines.

Above all, the tone of our public life in general must set a better example to the younger generation. Today it is far removed from the normal concepts of ethics and decent behaviour. Capturing of power by fair means or foul, appears to be the basic objectives of our national life. The graceless spectacles of unfair electioneering and floor-crossing have created quite naturally a sense of disgust, bordering on cynicism, in the minds of the student community. Unless the elders behave in a more decent and cultured fashion, it would be futile to expect an ideal sense of behaviour from the youth of our country.

'Study Forums'

As a practical measure, the Universities may take initiative in organizing 'study forums' for those students who are not interested in party politics, but are serious about their own studies and would not like to get involved in fruitless agitations resulting in the closure of educational institutions. So far as I can see, only a very small number of students in a college or university, who are, more or less, 'professionals' belonging to a few political parties engenders disturbances on flimsy grounds. In ma

cases, the authorities get panicky and announce the closure of institutions, thereby forcing a large majority of non-political students to be deprived of their studies and go home for no fault of theirs. Thus, a negligible minority succeeds in its anti-social designs simply because the majority has no proper organization to voice its opinion in favour of a peaceful atmosphere in the Universities.

There must also be a much closer human relationship between the teachers and the students. In ancient India, some kind of a moral or spiritual relationship existed between the *Guru* and his pupils in the Ashrams. It would be unrealistic to expect a revival of that atmosphere under the present circumstances. Nonetheless, it is incumbent on the teachers to forge intimate links with students in different spheres of activity, including study circles, N. C. C., social services, sports and athletics. If the students are kept constantly busy in worthwhile extra-curricular activities of this nature, in additon to their academic pursuits, the present difficulties would be very much lightened and satisfactorily resolved.

Medium of Instruction

I should like to make a few observations regarding the medium of instruction in our universities. After repeated discussions in a number of all-India Conferences, it has been broadly agreed that the regional languages should be used as the media of education upto the highest stage of education, as early as feasible. The latest Resolution of the Government of India on Education has also recommended 'urgent steps' in this direction. It is, however, to be clearly understood that along with the regional languages as media of instruction, the link or national language Hindi and an international language, presumably English should also be studied preferably upto the graduation stage. This arrangement would make for national unity and cohesion, without imposing on the younger generation a foreign tongue as a vehicle of instruction for all the academic subjects. A large number of text-books and general literature should now be prepared and published in the regional languages, as far as possible, with uniform technical terms, to facilitate the introduction of this much needed reform in our educational system.

Truly Indian

And lastly, I would strongly plead for making our educational institutions truly *Indian*, in the right sense of the word. In an age of science when nations are vying with one another in conquering space, reaching the moon and other planets, and perhaps, in plucking the stars, it would be absurd for any of us to think in terms of narrow nationalism and cultural isolation. Even so, it must be recognized that every nation possesses certain special characteristics which constitute its genius or soul. It is, therefore, the bounden duty of each nation to develop her genius to the best of her ability, not in a spirit of exclusiveness, but for enriching the world community with her own distinctive qualities and heritage. Let us always welcome new thoughts from all directions; even the *Rig Veda* enjoined on us to keep our minds open and receptive. A nation could imbibe the best from all cultures without losing her own soul. Gurudeva Tagore had given expression to this ideal in his inimitable words :

> "But before we are in a position to face the other world cultures, or co-operate with them, we must build up our own by the synthesis of the diverse elements that have come to India. When we take our stand at such a centre and turn towards the West, our gaze shall no longer be timid and dazed, our heads shall remain erect. For, we shall then be able to look at truth from our own vantage ground and open out a new vista of thought before the grateful world."
> (*Towards Universal Man. p.* 220)

Let us, therefore, endeavour to revive our self-confidence in a spirit of humility and dedication and recreate the institutions of higher study and research into ideal centres of Indian culture, and at the same time focal points of a new but more humane world order.



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PLANNING FOR HIGHER EDUCATION

—Dr. P. J. Deoras

It was Lord Macaulay who planned the initial steps to inculcate a system of some kind of British Education to Indians. This was more than a century ago. He hardly had realised that the ushering of his system of education might develop into a sphere that would produce eminent Indians of the calibre of Dr. C. V. Raman, Dr. P. C. Ray, Dr. Jagdish Chandra Bose, Dr. Meghnath Saha, Dr. Birbal Sahani, Dr. Bhatnagar, Dr. Bhabha and Prof. Maheshwari. India, nay the world, is proud of the literary giants like Ravindranath Tagore, Iqbal and educationists of the calibre of Dr. S. P. Mookerjea, Dr. Ganganath Jha, Shri Tilak, Shri Gokhale, Shri Ranade and Shri Agarkar.

A new awakening was in the offing and an impetus was given to the industrialisation of the country. Visionary industrialists foresaw the future of India in that sphere and Sir Jamshetji Tata opened up his steel and iron works in Bihar, and Textile mills sprouted in Bombay, Nagpur and Ahmedabad. The vision of future India lay in industrialisation and Dr. Vishweshwaraiyya laid the foundation of a system that trained future young men to this new task. By this patriotic Indians had realised the scope of development and the involvement of the younger generation in the new task of the future India. Mr. D. Laxminarayan of Nagpur, Sir Gangaram of Punjab and the famous Chetiar family of Madras had shared the vision in the mid thirties.

After independence more opportunities came on hand and there was a demand to reorientate the policies to produce young men to handle the newer prospects that came by in the changing times. Dr. Radhakrishnan's report was a classic document that desired a reorientation and the birth of University Grants Commission has now ushered more departments and guaranteed funds for their development.

Need based Orientation

The statistical abstracts of 1970-71 have given an account of Institutions and enrolments in India. Table I gives a summary of these figures along with similar figures for the State of Maharashtra. It will be noticed from these figures that there are now 82 Universities, nay 100 such Institutions that are catering to the demands of more than 2.5 million students in various colleges. All in all about 77 million students are taking their education in India at various levels. The percentage of literacy in Maharashtra is about 51% for the males and nearly 26% for the females. This colossal figure was not envisaged in the last century. Similarly, the employment index for the students coming out of these institutions needs to be watched. The spurt in the rise of the number of education Institutions and enrolment came more and more after 1948. The growing unemployment problem should now make us think more seriously on the utility of the products that come out of the Educational Campus. A close scrutiny of the figures of enrolment and an interview with students shows that nearly 60% of the brilliant science graduates go in for the Engineering and Medical Courses. But a time has come when students even from

the reputed institutions like the Indian Institute of Technology are about to face the stark reality of unemployment for some time. Many of the Engineering graduates are going in for Business Management. In the case of Medical Students there is a definite disinclination to go to rural areas and a rush for post-graduate courses. There is also a regular brain-drain as a large number of these trained personnel are migrating outside India for better prospects.

The lot of future Science Graduates is merely to pass or continue in colleges as the opportunities are few and far between. There is, however, a rush these days for a Commerce Degree, but the arts students have to rely on pulls to get fixed up. The educated class send their wards to Institutions with the primary object of getting them fixed up properly in life. Much of their fixing is in services and in recent years the industry is absorbing some of these, but the struggle to get there and a pull are pretty high. There are very few, nay negligible number of students that would use their educational talent for setting up something by themselves. Table III shows the enrolment for different courses in Maharashtra. All these 3,52,526 students who will get out of the portals of higher education would like to settle down in jobs. In 1971-72 the number of persons registered for employment with the Employment Exchange was 4,64,017 and they could place only 43,504 in jobs. Inspite of 84,644 vacancies being notified the register had shown a live number of 4,38,025. This is the approximate figure for registered unemployed. There is thus unemployment and yet the same education continues with no knowledge of newer vistas. The education needs to be planned and need based to avoid this big waste of young National Talent or manpower.

The Spheres of Need

The scientific development of recent times is so fast and integrated that it becomes difficult for students of one discipline to follow the subject at their post-graduate levels. In previous times science students were polarised in two distinct groups. One that took Biology group and the other Mathematics and Physics. During the last 20 years there have been such fast developments in both the groups that newer understandings are badly needed The development of the science of genetics and population dynamics needs an understanding of statistics. Life sciences developed into avenues of functional anatomy and animal physiology. This leads into the region of Biochemistry and Biophysics. The recent development in the field of molecular biology and environmental ecology that need climatology have merged the borders of these scientific thoughts into one understanding group. The medical sciences define output of certain plant juices for certain drugs as definite. But the plant activity for those specific juices is periodical and is often linked with pollination, flowering and fruiting cycles. Thus a knowledge of plants is desirable to get the best of results. Animal behaviour is of prime importance in giving reactions to specific drugs. Administering the drug without the proper understanding may give false positive results to a pharmacist. Instruments imported are often designed to function under specific conditions. There is a plethora of evidence to show that sophisticated and costly instruments are lying idle or are out of order since there are no instrumentalists in routine courses. Nuclear energy and atomic research along with space science are adding newer horizons in the sphere of Physical Science and Pure Mathematics. Gravitational problems that envisage cosmic forces and limitations of the universe have opened up newer avenues of thought where man as the central figure has to be understood to design, develop and repair equipment and find the effects on biological activities and life itself.

All these are newer avenues which our higher education will have to face in the near future. Inspite of these avenues, we still have a talent of 4,38,025 on the unemployed register.

During the last war a new revolution occurred unnoticed that has changed our concept of agricultural operations. It is the discovery of DDT which revolutionised the very basis of plant protection. The discoverer Dr. Muller was awarded the Nobel Prize. This ushered in a newer era and thus it became the precursor of the Green Revolution for which Dr. Barlinge was awarded a Nobel Prize.

Selection of high yielding varieties under an umbrella of pesticides and the input of fertilisers is changing the face of our rural economy. Thus in small holdings the farmer is able to get an increased yield. He is, due to this along with irrigation, able to use mechanisation and thereby widen his horizon to a wider world than his village. We are now needing machines, pumps, breeders, machine renters, seed dressers, hybridisers, harvesters and rural banking facilities, co-operative workers and labourers on farm produce based industry. The animal husbandry as a side line, ancillary farm industries like fruit canning and food processing are gradually coming up. Punjab farmers have been rearing a virtual mon

harvest. Inspite of the Agriculture Graduates and Vets. that are bristling, there is a tremendous need for those who value dignity of labour. And we still have unemployment.

Protection and not Production

The Government of Maharashtra is trying to change the pattern that leads to higher education in this State. A bill to that effect has already been introduced in the Legislative Assembly. In view of what is mentioned in the previous paragraphs, a time has now come to pause and think in terms of utilising the national youth capacity for a need-based system. Would it not be better to protect rather than produce more and more ?

There are certain courses at the Matriculation level for which the Government has sanctioned monies. There are 53,450 such institutions with an enrolment of 93,38,012 candidates. In this are included subjects mentioned at Table IV. These Institutions be expanded. After Matriculation a group of students that has no aptitude for higher academic education be given at the University level one year laboratory courses to be followed by six months of practical training in a farm during agriculture operation or a factory. The University is a better place, because it has good equipment and well trained teachers. Such trades as hybridisers, pest control operators, hired fruit canners, food processors, tillers, implement mechanics, thrashers, food product technicians, compounders, Typists Secretaries, Co-operative law processors, salesmen, advertisers, animal handlers, village level nurses, packagers, computer operators, instrument repairers, internal decoration, catering, hoteliers, tourist guidance, postal work-all could come out of this talent that now has to move in a college from class to class. There are a number of such courses that will have to be properly drawn up and due thought given as to whether they be taught at tenth or eleventh level and whether eleventh be taken up by the University (at present it is envisaged as a Board).

The product that would then come to a college for higher education must have a clear picture of what it wants to do. The students should know the openings in Science, Arts and Commerce. Secondly, every student should be made to do three months of practical training each year. The business houses, Industries and Institutions should offer short term courses which are of practical nature. For example, every Commerce candidate must do this in a pedhi, bank or Commercial house in the lowest rung. The Arts student goes to a library, documentation, translation, referencing, general knowledge, census, marketing, sales-manship, etc. The Science students have to go to forestry, horticulture, Agriculture farms, breeding centres, animal husbandry, poultry farming, collection for commerce, industrial houses, manufacturing units and sales.

All the students coming out of graduation may not be suitable for higher academic careers. There should be courses at graduation level for their special training and absorption. Some of these are badly needed to be introduced in the University. The first is a Technician's course. He may be animal or plant technician dealing with animal or plant material and his absorption in Zoology, Botany, Medicine, Agriculture, Veterinary, Geology and Pharmacy be assured. He will look after the routine in the depts. The second type of technicians are partly instrumentalists and partly chemists who would be useful for Physics, Chemistry, Biochemistry, Soil Science and Astronomy units.

After graduation the post-graduate courses should be integrated. There should be three months training in Biochemistry, Biophysics, Statistics, Astronomy and Climatology for the biological group and Ecology, Animal behaviour, Climatology, Animal management for the Physics, Biochemistry, Chemistry, Pharmacology, Physiology, Mathematics and Engineering as well as Architecture students.

Each University should have a unit department for instrumentation and a separate one for animal house facilities. From these central places the various departments draw their resources. Physical education, N. C. C. and farm labour, Social service, campus sanitation, gardening, horticulture, forestry, irrigation management and a number of hobbies along with a full fledged unit under a hobby instructor is necessary to keep the students abreast of and inculcate into them a spirit of self service, hobby orientation and a desire to do something new and useful.

Above all, a central cell should be established somewhere that should inform the need of Agriculture, Industry or establishment as a forecast from year to year. On this forecast should depend to a large extent the production of student material at a higher level. They have to be protected and not continuously produced to fill up the registers of unemployment.

The Universities have to become the store houses of all old records which would be fast disappearing.

They have secondly to take up specific courses of specialisation so that the country need not duplicate the same speciality everywhere. The National Laboratories are well equipped and they should offer very specialised courses where students from different Universities would go and prepare for the examinations.

The system of examinations needs to be modified. The teacher has to be trusted and his daily marking be taken into account at the end. The stress on outside examiners be reduced to save money and give confidence to local staff and demand respect from students who have to know where his fate lies. There is nothing much wrong with the student community. There are very few opportunities available to them to settle and at m[...] places very few real academic guides. The teacher [...] a student be like a mountain to whom he has to look [...] and not down. The bubbling enthusiasm of the yo[...] needs to be channelised and a time has now come to p[...] out the system of higher education for some years to co[...]

Acknowledgements

The figures in this article are taken from [...] Statistical abstracts and from the Hand book of Ba[...] Statistics compiled by the Bureau of Economics a[...] Statistics, Government of Maharashtra. The aut[...] is obliged to them for this assistance.

TABLE—I.

Some Figures of Educational Institutions in India, 1970-71.

	All India Enrolment	*Maharashtra Enrolment*
1. No. of University	82	8
2. Institutions deemed as University ..	9	1
3. Institutions of Nat. Imp.	9	1
4. Board of Secondary Education or S. S. C. or Intermediate ..	17	1
5. Arts, Science, Commerce Colleges both Post-Graduate and Under-Graduate ..	2,674	291
6. Engineering, Technology and Architecture ..	273	12
7. Medical Colleges (both Post-Graduate and Under-Graduate) (Ayurvedic, Homeopathic, Dental) ..	97 (25,60,985)	5 (2,78,660)
8. Physical Education ..	52	5
9. Teachers Training ..	1,685	258
10. Schools-General Secondary, Primary, Middle, etc.	10,62,550	50489
11. All Students No.	77,46,05,181	

TABLE—II.

Institutions of enrolment in Maharashtra as on 15th July, 1971.

	Institutions	*Enrolme[nt]*
1. Pre-Primary ..	730	52,0[...]
2. Primary ..	45,370	67,04,5[...]
3. Secondary ..	5,611	21,21,4[...]
4. Teachers Training (all)	211	25,1[...]
5. Higher Education University etc. (all) ..	582	3,52,5[...]
6. Professional and Sp. Education ..	946	82,2[...]
Grand Total ..	53,450	93,38,0[...]

Literacy percentage :	*Maharashtra*	*Ind[ia]*
Males ..	51.04	39.[...]
Females ..	26.43	28.[...]

TABLE—III.

Institutions and Enrolment by type of Education as on 15th July, 1971 in Maharashtra.

	Institutions	Enrolment
Higher Education :		
1. University Teaching Department	96	8,316
2. Research Institutes	16	1,208
3. Institute of National importance	1	1,500
4. Institute deemed as University	1	147
5. Arts and Science Degree	118	1,64,007
6. Only Arts Degree	104	69,576
7. Only Science Degree	18	13,700
8. Arts & Science Pre-Degree	11	2,125
9. Only Arts Pre-Degree	33	5,224
10. Only Science Pre-Degree	5	420
11. Agriculture	9	4,957
12. Applied Arts	1	660
13. Fine Art	2	532
14. Architecture	1	663
15. Commerce	27	38,880
16. Only Commerce Pre-Degree	1	577
17. Engineering	9	8,119
18. Law	16	7,090
19. Technology	1	508
20. Veterinary	3	550
21. Journalism	1	28
22. Library Science	2	82
23. Film Institute	1	212
24. Allopathy	14	8,085
25. Ayurvedic	9	1,886
26. Dental	3	957
27. Nursing	2	455
28. Oriental	3	175
29. Dancing and Music	2	308
30. Co-operation	2	608
31. Labour	1	100
32. Vocational Guidance	1	81
33. Yog	2	79
34. Sociology	4	383
35. Rural Institutes	4	863
36. Home Science	4	1,552
37. B. Ed.	50	7,448
38. Diploma in Physical Education	5	465
Total ..	582	3,52,526

TABLE—IV.

Institutions and Enrolment by type of Education as on 15th July, 1971 in Maharashtra.

	Institutions	Enrolment
Professional and Special Education :		
1. Poly-techniques	21	6,345
2. Industrial Training Institute	31	11,076
3. Other Poly-techniques	33	2,758
4. Allopathy	1	30
5. Ayurvedic	12	1,296
6. Homeopathy	8	1,036
7. Nursing	38	4,499
8. Sanitary Inspection	1	58
9. Family Planning	2	190
10. Leprosy	2	140
11. Pharmacy	1	75
12. Commerce	41	7,783
13. Fine Arts	23	1,354
14. Social Service	1	108
15. Home Science	2	73
16. Marine	1	156
17. Audio Visual	1	10
18. Agriculture	25	2,526
19. Gram Sevak Training	9	1,042
20. Workshop Training	2	48
21. Soil Conservation	2	102
22. Poultry Training	4	141
23. Govt. Technical Centres	31	5,678
24. Industrial & Technical Institutes	31	4,906
25. Evening Technical Centres	9	615
26. Nursing	19	1,162
27. Mentally Handicapped	6	789
28. Crippled	9	611
29. Blind	18	1,135
30. Deaf-dumb	19	1,035
31. Music and Dancing	49	4,275
32. Forestry	3	290
33. Co-operation	13	1,039
34. Home Science	5	304
35. Oriental	40	3,451
36. Kirtan	1	36
37. Yog	2	528
38. Hindi	1	55
39. Astrology	1	60
40. Tailoring	428	15,470
Total ..	946	82,287

EVOLUTION OF INDIAN MUSIC

—Dr. (Mrs.) Sumati Mutatkar

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India's musical tradition goes as far back as the Vedic period. According to this, music was first created from the Sama Veda by Brahma himself and performed by Bharat in the presence of Mahadeva. This music was "leading to Salvation" and Narad and Bharat were the two Prometheuses who brought this heavenly fire down to the earth to warm the human heart.

The growth of Indian Music has been a gradual, continuous process of development from the very elementary stage when there were no clearly defined musical intervals. Next came the stage when only three or four notes were fixed in a tetrachord and finally that when the musical scale consisted of seven basic and five displaced, in all twelve notes. These notes can be used in endless combinations and permutations, thus creating an infinite variety of musical patterns and effects.

Like all genuine oriental music, India's music is essentially melodic. By melody is meant a succession of tones rhythmically and systematically arranged. Harmony, on the other hand, necessarily implies a combination of simultaneously produced tones. For at least 1,200 years Indian music has been almost synonymous with Ragasangeet. The definition of Raga is : 'The peculiar order of sounds which is decorated or beautified with swar and varna and which is pleasing to the listners is called a Raga.'

Varna is defined as the practical act of singing. This definition goes to show that in the traditional concept of Indian Music the human voice is predominant.

A special characteristic of Indian Music is that its performance has an individualistic bias. The ragas are general themes which have certain patterns and rules of their own for the guidance of the musician. The Indian musician is both a composer and an interpreter. He develops the raga-theme through his own creative imagination and his capacity to improvise and strives to express his whole musical personality through his interpretation of the raga. Like a learned minister who brings in all his thoughts, feelings, knowledge and experience in order to make the interpretation of a short text appealing, interesting and comprehensive, a master musician, too, gives expression to his powerful personality and reveals an immense treasure of emotional and musical values in his treatment of a raga. It is easy to see, therefore, why the rendering of the same raga by different masters differs so considerably.

Indian music has been subjected to various internal and external influences and has, as a result, undergone many changes through the ages. From the Jati songs with their fixed, narrow musical outlines, described by Bharat in his Natyasastra, the more comprehensive and imaginative concept of the raga was evolved. It had attained maturity by about the 10th century and had begun to dominate the music of the entire country. The whole of India followed a uniform basic system of music till, perhaps, the end of the 13th century. An indisputable proof of this is that scholars all over the country claim that Pandit Sarang Deva's voluminous Sanskrit treatise *Sengeet Ratnakar*, which belongs to this period, is the most authoritative work on music.

In ancient India, music was inextricably interwoven with devotional and ritualistic side of life and had, therefore, close associations with the Temple. The cultivation of music was considered to be an essential part of the liberal education of the members of royal and noble families. It was mainly on account of its devotional and emotional appeal that music was valued by the common people. The prabandhas were in Sanskrit and could only be understood by a comparatively smaller section of the people; but through the musical compositions in Deshi Bhasha, the stream of music rushed forth to the masses. Vraja in the north and Telugu in the south became the most popular media of musical expression. In the north, the prabandha gave rise to the dhrupad which gradually developed so as to cover more and more ground. Bhava Bhatta's definitions shows that in its infancy, the dhrupad was composed both in Sanskrit and in the regional languages, and due importance was given to the sahitya in these musical compositions.

The advent of the Muslims and constant contact with them was bound to affect the growth of music in the North. Almost all the Muslim rulers, from Allauddin Khilji to Mohammad Shah, with the obvious exception of Aurangzeb, had a genuine love for music. They desired entertainment and became its chief patrons. Thus while music continued to exist in the temple as an aid to worship, it also struck roots in the atmosphere of the court, and was influenced greatly by the somewhat sensuous tastes and inclinations of the rulers.

A versatile genius like Ammer Khuso intelligently introduced Persian melodies into the main body of Indian music, he also devised some forms like the Qual and Tarana. The Qawwali, with its swift passages and elaborations, became the fore-runner of the fast khyal. At the same time, the established styles of musical expression began to be subjected to many changes. For instance, the Temple dhrupad gave rise to the 'Darbar' or court dhrupad. Akbar's reign is considered to have been the golden age for dhrupad. Immortal celebrities like Swami Haridas and Tansen were essentially singers of dhrupad. Since the rulers were, generally speaking, not conversant with Sanskrit and with the traditions, symbols and imagery of Hindu mythology, a general indifference to its devotional character and an ignorance of the literary or sahitya aspect of music gradually developed among the musicians. As a result the dhrupad lost much of its vigour and started to become stereotyped. The only direction in which further development seemed possible was that tonal structure or abstract music in which words were of no special importance. In this process the khayal evolved from the dhrupad. 'Khayal' literally means imagination, and the form had a much more frail structure than the dhrupad, its massive and sublime predecessor. The khayal admitted of a great deal of extempore tonal elaboration within a particular composition. Various kinds of alankaras or flourishes could be used to beautify phrase and the fullest scope was allowed to the musician's creative imagination. The names of Sadarang and Adarang have been immortalised through the innumerable khayals they composed, and taught their disciples. The dhrupad, on the other hand admitted elaboration of the raga or ragalapanama as a prelude to the composition but the latter did not allow much scope for raga development and was much more precise. As a result of this fusion of the Hindu and Muslim creative imagination graceful tonal curves and steady, sustained notes came to be used more and more in Hindustani Music.

During the last days of the Moghul Empire, and especially after its downfall, the court music to which it had given birth travelled to the princely States. Of these Gwalior, which was already known for music on account of Raja Man, the great champion of the dhrupad, and Jaipur, Udaipur, Rampur, Alwar, Lucknow, Baroda and Hyderabad were prominent. Under the liberal and loving patronage of the rulers of these States, music continued to develop through the efforts of talented and diligent musicians who strove for perfection by concentration and constant practice. Since they did not have much general and cultural education, they could not approach the art in a scientific analytic and liberal spirit. In course of time, the various schools or gharanas became more and more isolated. Every gharana, in its blind anxiety to preserve its distinctive musical style developed a kind of arrogance towards all music which differed from their own in any particular from whatsoever. The style of each gharana became, so to speak, a jealously guarded trade secret, to be revealed only to those who had a hereditary right to it. It was only with great difficulty, and very rarely, that a disciple could snatch away a substantial portion of the master's knowledge. Any query from a disciple regarding the name or form of a raga, asthayi or antara, was such an intolerable offence that the questioner had sometimes to forgo all further training in consequence.

However, the prices extended the warmest patronage to the musicians, took great pride in them and gave them all the respect and comfort they deserved. As a result

from the intellectually exacting forms of dhrupad and khayal, the lighter and more emotional thumari and dadra were devised in the darbar of Wajid Ali Shah, the Nawab of Lucknow. Thumari which is very flexible and has immense scope for the expression of varying shades of emotion can be aptly called the lyric of classical music. Lucknow and Banaras became famous for thumari. A regional form like the Punjab camel drivers' song gave rise to the supple tappa through the creative imagination of a gifted musician named Ghulam Nabi who later came to be known as Shorey Mian.

Thus, music in the north grew almost exclusively under the royal patronage and became to a great extent a monopoly of the court, so that the common people had hardly any access to it. The vulgarities resorted to by the courtesans who performed for the entertainment of their patrons, brought music into disrepute so that the pursuit of music among men and women of culture and education became a taboo. Its place as a hobby, or amongst cultured and respectable sections almost ceased to exist.

With the introduction, assimilation and adjustment of these new artistic elements, a gulf was created between the theory and practice of music. However, the fundamental principles and the strong basic framework remained intact. Even today, although two different systems of music, Hindustani and Karnatak are prevalent in the north and south respectively, their basic principles are almost identical. For both raga development is the basic and goal of musical expression. Both systems are agreed that there are twelve notes in the octave; seven shuddha or basic and five vikrit notes which are obtained by displacing them from their basic pitch. The notes sa and pa are constant, and a raga must have at least five notes. The system of classifying ragas under parental modes is also common to both the systems. For some ragas of the North there are corresponding ragas in the South. For example, Bhupali, Malkauns, Jhinhoti, Todi and Rageshwari have their Southern counterparts in Mohanam, Hindola, Zinjurti, Shubha Pantuvarali and Natakuranji, respectively. The treatment of the ragas, the enunciation of tone, the use of flourishes such as gamak and voice production, however, differ greatly in the two systems. The concept of rhythm in the South is more mathematical, precise and angular, and long, sustained notes in pure akaram are not used much. Music in the South, unlike that in the North, was never separated from its devotional context and all the great composers were devotees and sahityakars of outstanding merit. Purundardasa, Tyagaraja, Syama Sastri, Dikshitar and Swati Tirunal were all not only great musicians and great composers, but equally great or even greater devotees. Not only did their musical compositions represent the different ragas, but they were also valued as Sahitya and Santwani in the same degree. Their compositions were preserved, along with the variations and elaborations of Swara Sangatis expounding the ragas and these have been handed down by oral tradition almost intact, both for their music and words. To tamper with the composition of a master was and is looked upon as sacrilege. This has been of great help in preserving a more standardised pattern of music in the South.

In the North only the basic, thin outline of khayals composed by masters like Sadarang, Adarang, Manrang, has been preserved to some extent, although the words have suffered much distortion. The devotees of the Ashachhap tradition like Surdas, Kumbhandas, Chaturbhujdas and Nandadas were great poets as well as knowledgeable musicians. Their sahitya has come to us intact but the music has been lost except the raga names whose authenticity cannot be taken for granted. In any case the name of the raga by itself gives little indication of the form of the actual composition. Also, the ragas themselves have undergone considerable changes in the course of the last few centuries.

After the establishment of British rule in India some princes began, under British influence, to be more interested in other directions. However, outstanding musicians continued to be attached to the courts of some States like Gwalior, Rampur, Baroda, Ichal Karanji and Oundh, where the rulers had developed a genuine love for music. It was a matter of prestige for some of them to have eminent musicians in their service. Generally, however, royal patronage began to be less and less in evidence with the result that the musician had to rely more and more on public support. This in many ways proved to be a blessing for the history of our music. Now, the musicians, instead of depending on one patron, who would wholly support him, had to look for help from a number of them. A number of informal, intimate groups thus came into being and the musician came to be paid jointly by those who wanted to hear him.

Of the difficulties and problems which followed this change, two were formidable and they seemed almost insurmountable. In the first place, music was still

considered an undesirable activity, a sign of moral depravity, an activity wholly detrimental to the career of a promising youth. Then there was little intelligent understanding of music amongst the educated and cultural middle classes on whom the musician must depend for audience. The musical culture was at its lowest ebb and both music and the musician had to go through a most difficult period. It was at this critical juncture that the two great revivalists, Pandit Paluskar and Pandit Bhatkhande, appeared in the field of music and by their untiring and continuous efforts saved the art from annihilation.

Pandit Paluskar did his utmost to remove the stigma and prejudice attached to music and succeeded in convincing the public about its purifying, elevating influence.

Gandhiji was susceptible to the divine charm of music and he was well aware of its tremendous power as a unifying and ennobling force. In this search for truth and striving for freedom, Gandhiji wanted selected devotional and philosophical lyrics by great devotees and philosophers to be set to suitable music for common use among the diverse elements in his Ashram. In fact, it was his firm conviction that the life of the Ashram would remain incomplete unless a knowledgeable and highly cultured musician were closely associated with it. His choice rightly fell on Shri Narayanrao Khare, a competent disciple of Pandit Paluskar, who had already grown familiar with the devotional aspect of music as part of his training. Shri Khare gave the bhajans setting of simple tunes conforming to the outline of the various ragas, and not only the Ashramites but the continuous streams of visitors to the Ashram also came to recognise the outline of a number of current ragas.

In Bengal, Raja Surendramohan Tagore, who was a great lover of music and patron of musicians, contributed his share. He also wrote a book entitled the Universal History of Music. Music was combined with worship by the Brahmo Samaj, as many of their hymns were chanted in tunes based on the different ragas and the contribution of the Tagore family including Rabindranath himself to Brahmo Sangeet cannot be ignored.

In Maharashtra, the stage played a great part in bringing music to the common man through its musical plays where every play used to have a number of songs set to the ragas or to the traditional tunes current in Maharashtra and Karnatak. Almost all the outstanding musicians of Maharashtra in the last two generations had appeared on the stage at one time or another.

Pandit Bhatkhande devoted himself whole heart to the more solid and the most difficult task of establ ing music on a scientific footing and to obtain and sys matise genuine musical material, i.e. musical compositi of the masters of various recognised schools, and ma it available in notation for all those who wanted pursue music either as a career or as a hobby. His a life dedicated to music; he laboured patiently o a number of years to accomplish the Herculean ta

Inspite of the fact that the British took li interest in India's musical wealth, a musical renaissan had set in and by the early twenties it began to gath sufficient strength to make itself felt. With a countr wide awakening to the cultural value of music, the ne for basic education in music for the common ma especially for the growing generation came to be reco nised. Graded courses were chalked out. Music w introduced by some High School Boards and Unive sities as an optional subject. Institutions devot exclusively to the teaching of music were started at plac like Baroda, Gwalior and Lucknow with the aid of the authorities. Meanwhile Pandit Paluskar made it h mission to further the cause of music and started branch of his School at various places with the help of h disciples. In order to conduct his music classes, the u of written notation became an inevitable instrument a musical literacy began to spread. A number of cultur middle class and rich people became interested in Mus Music circles and societies, music conferences a festivals were organised and these provided an import platform for the performing professional musician w had left his royal shelter.

The introduction of the gramophone and later t radio greatly facilitated the dissemination of music a publicity for the musician. At the beginning, howev the attitude of the musicians, especially that of the emin ones, to these invaluable mechanical devices was one suspicion, vague fear and even contempt at tim They would simply refuse to face the 'mike' which, so apprehended, would permanently swallow their voic according to others it would rob them of their preci treasure and make it available to others irrespective their willingness or otherwise to part with it. S others abhorred the idea of their music being heard hotels, restaurants and shops. Again, some of th could not reconcile themselves to the tyranny of 'tim without which these devices could not function.

Indeed, it was a difficult task in the initial stages persuade the masters to agree to record or to broadc

Gradually, however, the radio became the most natural and the most favourite medium for music and the musician grew fond of it. Today, with the merger of the States, whatever little princely patronage the musician enjoyed has completely disappeared. The middle classes are now the backbone of his support and the radio the greatest single organisation to which the musician looks for encouragement.

Thus it is that the people have once again been brought into close contact with the music of the country which was denied them for centuries. Music no longer remains a forbidden fruit. Not only have its lovers become free from all inhibitions but to attend musical soirees has actually become a fashion, a sign of culture. A musical career is no longer looked at askance. Efforts are being made to discover and encourage musical talent.

In independent India, there is today a good deal of musical activity everywhere. The fact that academies have been set up and scholarships awarded to deserving candidates shows that the State has come forward to accord patronage to the musicians.

In the name of the President, yearly awards are being offered to eminent musicians in recognition of their valuable services. The actual financial support given to the musician and the music teacher is, however, still far from adequate.

With the increasing popularity of our music, the musician instead of pleasing the chosen few has to please millions with varied tastes. He must realise that his music has a market consisting of the radio, the gramophone, the music conferences, mahfils, as well as the stage and the film. The educational institutions are another segment of that market.

In this age of democracy, art must also be democratised to some extent; the musician finds himself on a razor's edge, as it were. If he has to live by music he has to cater for the popular taste, and yet he cannot altogether forsake the high pedestal of the classical traditions of his art. He must see that what he presents is not merely what his listeners like, but also what they should really like. In short, he has to popularise classical music. This is a challenge to the modern musician which he must willingly or unwillingly, accept.

SCIENCE EDUCATION AND SCIENTIFIC RESEARCH A PLEA FOR RE-ORIENTATION

—V. G. Bhide

The Science Education system in India is presently under the powerful influence of two tidal waves, one arising out of the ever increasing number of students who need and demand higher education and the other originating from the tremendous rate at which knowledge connected with science and technology is accumulating both in quantity and complexity. Unless the planners of science education and scientific research recognise the problems posed by these two factors and adapt the system to meet their requirements, the whole system may itself get submerged under these two tides. During the last 25 years, we have witnessed in this country a phenomenal quantitative growth in education, although relatively very little qualitative improvement has been achieved. The enrolments at the under-graduate stage in arts, science and commerce courses have increased from 1,91,000 in 1950-51 to some one million in 1972-73. In post-graduate courses, the total enrolment has increased from 18,000 in 1950-51 to 1,00,000 in 1972-73. The corresponding numbers for professional education have been 54,000 in 1950-51 and 3,00,000 in 1971-72. Today we are spending roughly Rs. 1,000 crores on education — an investment comparable to that on Defence, comparable to the investment on two or three public sector undertaking such as steel mills or fertilizers complexes. During the same period, there has been an exponential increase in the research and development activities. The following table gives the increase in investments on R and D. manpower involved in R & D etc. :—

Year	*Total R & D expenditure in crores*	*R and D expenditure as percent of GNP*	*Total number of scientific personnel working in R and D institution*
1958-59	29	0.23	20,700
1968-69	131	0.44	73,600
1969-70	146	0.44	87,600
1970-71	173	0.48	94,700
1971-72	214	0.54	103,700

The expenditure on R and D is likely to increase to Rs. 500 crores by the end of the decade. Today we have scientific manpower greater than that in UK and France.

In spite of this phenomenal growth, the returns from the education and scientific research have been only marginal. Indeed, there is a feeling of despondency all over and each is vying with the other in decrying our educational system and scientific institutions. There is a growing unrest on almost all campuses and growing frustration in research institutions. Educated unemployment is on the increase. Braindrain poses a serious problem. Import of technology continues unabated and adverse balance of payments haunts us. Social transformation still remains a far-cry. There is a complete mis-match between the product of education and the requirement of industry. Before we examine the reasons for this state, it is pertinent to mention that

we have never asked the question, "What is this education for and what is scientific research supposed to do ?" We took for granted that education and scientific research perse has to increase and have not bothered to orient them for certain specific purpose. We have looked upon education and scientific research as a social activity and not as an investment for which we can derive substantial returns and transform our society, socially, culturally and economically. Scientific education and scientific research have long been recognized as powerful instruments of social change and economic reconstruction of the country. Today, however, we find that they themselves need reconstruction and change. We have looked upon Universities and research institutions as ornaments and prestige symbols rather than instruments of change. We are more or less in the same situation as those of parents who are happy when a child is born, when it begins to walk and talk but become very unhappy when he is not productive and does not earn his livelihood and fails to sustain the family. Ironically both the situations arise because of our faulty education system.

Our leadership has been vocal about the importance of scientifi ceducation and scientific research. Jawaharlal Nehru was quick to realise the importance of science and spared no efforts in extending scientific education and establishing scientific base. The formulation of science policy resolution of 1958 and the recent resolution of the Indian National Congress of 1969 reiterates the commitment and the faith of the nation in the effectiveness of science and technology to transform the society. Indeed the said resolution of the Indian National Congress states :—

"Having noted that the high standard of living in the developed countries is the direct result of the progress in science and technology and their application to industry, agriculture and other sectors of national life."

Being aware that these developments offer unprecedented opportunities to change and shape the environment of man to meet his needs and aspirations.

Convinced that the development of a scientific temper resulting in a scientific outlook among the masses and the pursuit of science and technology must play important part in the cultural regeneration of the people, especially in combating obscurantism and superstition.

"Reaffirm its faith in the scientific policy resolution of 1958 and its determination to take energetic steps to ensure further and fuller implementation of the resolution".

The science policy resolution was the resolve of the Government to promote science and technology. We perhaps now need an Act of Parliament which would express the desire of the people and the country to use science and technology for cultural regeneration and economic development.

Science and technology, more than anything else forms a basis of the modern world and this has made education, as never before, the most important element in the life and progress of a nation. Economic development, welfare and security are closely dependent on the extent and quality of education. Today knowledge and survival literally go together. Indeed as someone has rightly said, the destiny of most of the developing countries is being shaped in their class-rooms and research laboratories. It is on the quality of the graduates coming out of the University and the nature of scientific research that the success of national reconstruction will depend whose principle objective has necessarily to raise the standard of living of our people. This task is neither unique nor is it quite new but its magnitude, gravity and urgency have in recent years increased immensely. It has acquired a new importance during the last decade or so. With this clear cut objective placed before our educational and scientific institutions we may perhaps be able to see what kind of education need to be imparted.

In traditional society, a child grows up by observing his parents and by participating in the activities of the society. Consequently, development of skills by imitation is the only education he receives. While this method has several advantages, its weakness lies in that it is not essentially dynamic and forward-looking. It also tends to perpetuate traditional patterns and behaviour. Formal education, when it is introduced in the traditional society, withdraws the child temporarily from participation in the community activities, for training in an artificial atmospheres for his anticipated role in the society. This creates a cleavage between the world of work and the world of study. This defect is particularly conspicuous in our system of education including research. In traditional societies an antithesis between work and education is postulated partly because the techniques of production are usually primitive and do not necessarily require formal education, high intellectual ability and partly because the work is low p

and akin to drudgery. As against this, education is deemed to be a privilege of the upper classes who are interested not in working for a living but in the cultivation of interest which is hoped to help them to enjoy life and intellectual pursuit. The educated elite in the traditional societies become largely parasitical in character and the real creative workers are generally the unlettered peasants and artisans. In contrast, in a science based and economically developed society, a *suitably* educated person becomes an important source of production and an uneducated person an unproductive burden. This is so because the complex techniques of production in the science based industry require higher forms of general and technical education and comparatively higher level of intellectual ability. Higher talent and sophisticated skills are required in increasing productivity in science based industries. We have produced and are still producing a large number of educated young men and women but we have never asked ourselves the question as to whether we have developed the necessary skills in them and have instilled in them the love and respect for productive work.

Similar deficiency is apparent in our research efforts. Within the faculties, while the importance of scientific research as an intellectual pursuit and cultural activity is by now recognised, its value as a source of national material wealth is often neglected. There is no doubt in that the scientist is judged by the acclaim of the peers in his field on the basis of published work. Under these circumstances faculty staff get engaged in research often in relative isolation and tend to follow the dictates and the fashions of the world's scientific community which is overwhelmingly in the developed countries. Overseas training seems merely to accentuate these tendencies. Thus what one tends to do is to import outside culture for which no base or roots exist in the country. Prof. Powell remarked, "It is most painful and very expensive to have only a derived culture and not one's own, with all that it implies in the independence of thought, self confidence and technical mastery." It is necessary to have one's own culture for the real personality to develop, one's scientific education and scientific research geared to serve local problems and help the society to reconstruct socially, economically and culturally.

In the sixteenth century a scientist could afford to take an attitude "I shall sit in an ivory tower and do whatever pleases me irrespective of the fact whether my efforts are useful to the society or otherwise". This was tolerated and was indeed encouraged because in those days, it was only a very small minority of the community which was really talented and capable of expanding the horizons of knowledge, which pursued science. Today, however, with a substantial fraction of the society trying to pursue science, one cannot obviously take this stand. If a large fraction of the community tries to do things which have no relevance to the needs of the society, then the society is bound to decay. If one argues that university is meant merely to educate and train students of future generation without regard to the utility of education for productive purposes, then it would mean that with the expansion of education, one is increasing the number of claimants for a job rather than increasing the number of jobs unless education and productivity are related. Ironically enough, if education is not related to productivity, the increasing spiral of enrolment in the university can itself cause the ruin of a nation. Conversely, if education is related to productivity then increased production will lead to an increasing spiral wherein the fruits of production can be ploughed back in education which in turn will increase production. This is of course not to say that there should be no basic or open ended research. By all means, those who are qualified and capable of expanding knowledge should be encouraged to do so. But here in this activity also, we are in the red. Analysis of the case studies of various basic discoveries and the work connected with them show that not only no basic discovery of great significance has been made in the country since independence but also there is a time lag of 5 to 7 years between the major discovery abroad and taking up work connected with it in the country. Indeed during this period of 5 to 7 years, much of the work in the field is already completed elsewhere with the result that we merely register a narrow pip in the field. It is absolutely essential that our scientific research should either be relevant to the science of the day or to the needs of the community.

One might ask the question whether it is really possible to relate education, scientific research and productivity. I am one of those who firmly believe that this is not only possible but highly desirable. With the exponential growth in science and technology, science has come closer to technology or, in other words, the gap between scientific discovery and its technological application is continuously decreasing. The discovery of the transistor action in the Bell Telephone Laboratory and its commercial exploitation to revolutionise electronic industry is a classic example. Another consequence of this exponential growth in knowledge

connected with science and technology is that every productive activity whether it be in agriculture or industry has essentially become science based with the result that the science of today becomes the technology of tomorrow. With such a situation it is not only possible to relate science education to productivity but also to teach science round a technology.

Prof. Blackett in his second Nehru Memorial Lectures talked about the innovation chain starting from the conception of an idea, applied research with the object of utilizing the idea for some end use, design, engineering, production, sales, aftersales service, etc. Institutionally, this innovation chain links Universities, scientific research laboratories and production agencies, namely industries. In order to derive economic benefits from a novel idea, it is essential to go through various stages of the innovation chain and this can be best accomplished by a highly interacting system which links Universities, national laboratories and industries. Today, they are isolated from each other with the result that many of the bright ideas do not materialise in economic benefits and in turn the highly educated scientists in the Universities and the laboratories are not even aware of the problems of the industry. This mis-match among other things causes braindrain, a drain not only of precious human resources but also of financial inputs. In 1967 alone a UN report mentioned that as many as 2,500 qualified scientists and engineers (QSE) migrated to USA. It is well-known that the cost of training QSE is of the order of Rs. 1,00,000. Thus in migration of 2,500 QSE from India in 1967, the country not only lost the cream of the society who are badly needed in the country for economic development, but lost to the developed country Rs. 25 crores involved in training them. It may thus be seen that from whatever angle we look at the problem it is absolutely essential and urgent that we adapt our educational system and scientific research for our needs rather than to follow the pattern evolved for some other advanced countries.

While I am making a passionate plea for orienting and redefining the goals of education and scientific research, I do not imply that everything else besides education is all right in the country. Indeed, as we redefine the goals of education and scientific research there is an urgent need for modifying our industrial licensing policy in respect of the import and the choice of technology. This should, as stated by NCST approach, paper, involve a firm commitment to use all the instruments of public policy, be they financial, economic, legal, political, cultural to pursue, sustain, deploy and effectively use domestic technology utilizing domestic natural and human resources even if this involves short-term technical, economical and other types of costs. The coming five year period is crucial from the point of view of national survival and development. In a sense we are on the cross road. It is only with mutually compatible educational programmes, scientific research strategy and industrial and fiscal policies that we can turn this land of ours into a prosperous country and give to our people better standard of living for which they have waited so long and so patiently.



शिष्य – आचार्य – संबंध–
वेदातील काही विचार

—डॉ. ग. त्र्यं देशपांडे
(सेवानिवृत्त प्राध्यापक, संस्कृत विभाग, नागपूर विद्यापीठ)

प्रश्नोपनिषदामध्ये एक आख्यायिका आहे. वेगवेगळ्या आश्रमात विद्यार्जन ज्यांनी केलेले आहे असे सहा जिज्ञासु विद्यार्थी विशेष ज्ञान मिळविण्याच्या इच्छेने पिप्पलाद मुनींकडे आले. त्यांचा येण्याचा हेतु कळल्यावर पिप्पलाद त्यांना म्हणाले, "तर मग माझ्या आश्रमात तुम्ही एक वर्ष पुन्हा तप, ब्रह्मचर्य आणि श्रद्धा यांनी युक्त होऊन येथील पद्धतीने राहा. त्यानंतर तुम्ही मला आपले प्रश्न विचारा. मी जर उत्तरे जाणीत असेन, तर सर्व सांगेन (भूय एव तपसा ब्रह्मचर्येण श्रद्धया संवत्सरं संवत्स्यथ, यथाकामं प्रश्नान् पृच्छथ, यदि विज्ञास्यामः, सर्वं ह वो वक्ष्यामः।)."

पिप्पलादांनी विद्यार्थ्यांना एक वर्ष थांबावयास का सांगितले, त्यांच्या प्रश्नांची उत्तरे तात्काळ का दिली नाहीत? तसेच 'मी जाणत असेन तर सांगेन,' असे मोघम आश्वासन का दिले? विद्यार्थ्यांना ताटकळत ठेवण्याचा किंवा आपले अज्ञान झाकण्याचा हा काही प्रकार होता का? अशा अनेक शंका येथे आपल्या मनात निर्माण होतात. अभ्यासकांनी त्यांचे समाधान केले आहे ते असे — (१) पिप्पलादांनी त्या विद्यार्थ्यांना आश्रमात नुसते राहावयास सांगितले नाही. तप, ब्रह्मचर्य आणि श्रद्धा यांनी युक्त असे राहावयास सांगितले. सामान्य विद्यार्जनाने येणारी योग्यता विशेष अध्ययनाकरिता पुरेशी होत नाही. विशेष अध्ययनाकरिता विशेष प्रकारचा प्रयत्न आणि कष्ट (तप), विशेष प्रकारचे अध्ययन आणि चिंतन (ब्रह्मचर्य), यांची आवश्यकता असते. ते करण्याची विद्यार्थ्यांची वृत्ति आणि प्रवृत्ति आहे की नाही हे पहावे लागते. आणि त्यासंबंधी पार्श्वभूमी तयार करावी लागते. आणखी दोन गोष्टी पाहाव्या लागतात. विद्यार्थी विशेष अध्ययनाकडे वळतो तो का? त्याला त्या विशेष अध्ययनासंबंधी आस्था आणि निष्ठा आहे म्हणून, की अन्य काही मिळावे याकरिता विशेष अध्ययन निमित्त किंवा साधन व्हावे म्हणून? विशेष अध्ययनासंबंधी विद्यार्थ्यांच्या ठिकाणी असणारी आंतरिक निष्ठा ही श्रद्धा होय. ही जशी अध्ययनाच्या विषयाच्या बाबतीत असावी लागते, तशीच आचार्यांच्या बाबतीतही असावी लागते. आचार्य आपल्याला जे काही सांगतील ते योग्य मार्गाचेच राहील, असा विश्वास विद्यार्थ्यांचे ठिकाणी असला पाहिजे. ही आचार्यविषयक श्रद्धा होय. याशिवाय विद्यार्थ्यांच्या ठिकाणी उदित झालेली जिज्ञासा त्या आचार्यांच्या गुरुकुलात तेथील विशेष पद्धतीने राहताना (संवास) शेवटपर्यंत टिकली पाहिजे. या सर्व दृष्टींनी त्या विद्यार्थ्यांची योग्यता एक वर्षात पिप्पलादांनी अजमाविली आणि मगच त्यांना विशेष अध्ययनाच्या क्षेत्रांत प्रवेश दिला. असे न करता एकदमच त्यांना प्रविष्ट करून घेतले असते तर विद्यार्थी आणि आचार्य या दोघांचाहि काळ आणि श्रम व्यर्थ गेले असते. (२) 'यदि ज्ञास्यामः' – मी जाणत असेन तर – या वाक्याने पिप्पलादांच्या ठिकाणी ज्ञाननिष्ठेमुळे निर्माण झालेला विनय प्रकट होतो. ज्ञान अनंत आहे, कोणीहि कितीहि अधीत असला तरी त्याला सर्वज्ञाची भूमिका घेणे अशक्य आहे (सर्वः सर्वं न जानाति). या संदर्भात प्रस्तुत उपनिषदातील पिप्पलादांचे शेवटले वाक्य महत्वाचे आहे. एक वर्षानंतर पिप्पलादांनी शिष्यांना ज्ञान दिले आणि शेवटी म्हटले, "एतावदेव अहम् एतत् परमं ब्रह्म वेद – मी परब्रह्माला येथ पर्यंतच जाणले आहे." ते प्रकृष्ट ज्ञानी होते, पण स्वतःला सर्वज्ञ समजत नव्हते. विद्यावंताच्याहि ज्ञानाला अखेर मर्यादा असते हे ते ओळखत होते. मात्र जेवढे काही ते जाणत होते तेवढे सर्व शिष्यांना देत होते, त्यातले काही राखून ठेवत नव्हते (सर्वं वक्ष्यामः), हेहि तेवढेच खरे. म्हणूनच ते विद्यार्थ्यांच्या विश्वासास पात्र झाले होते. शिष्य जिज्ञासु आहे आणि ज्ञानाची त्याला आस्था आहे हे पाहिल्यावर आचार्यांने स्वतःला अवगत असलेली सर्व विद्या त्याला दिली पाहिजे. त्यातच त्याच्या आचार्यत्वाची प्रतिष्ठा आहे. शिष्य तीव्र बुद्धीचा आहे, आपण सर्वच विद्या त्याला दिली तर तो आपल्याहून अधिक योग्यतेचा

होईल, या भीतीने काही विद्या चोरून ठेवणारा आचार्य आपल्या पदापासून भ्रष्ट होतो अशी वैदिक धारणा आहे (आचार्योऽप्यनाचार्यो भवति श्रुतात् परिहरमाणः । – आप. धर्म सू-१-८-२८).

तप, ब्रह्मचर्य आणि श्रद्धा यांनी युक्त असलेला शिष्य आणि तपःस्वाध्यायनिरत आचार्य यांच्या एकत्र येण्याचे आणि त्यांच्या प्रश्नोत्तररूप चर्चेतून प्रकट होणाऱ्या विद्येचे वर्णन वेदाने व्याकरणातील रूपकाने केले आहे. व्याकरणातील सन्धि (संहिता) हा शब्द आपल्या परिचयाचा आहे. 'गंगा + उदक' यांचा सन्धि 'गंगोदक' असा होतो. 'गंगा' या शब्दातील 'आ' हा पूर्ववर्ण आहे, 'उदक' या शब्दातील 'उ' हा उत्तरवर्ण आहे. हे दोन वर्ण एकरूप होऊन 'ओ' या नवीन वर्णरूपात प्रकट झाले आहेत. हाच प्रकार प्रस्तुत प्रसंगीहि आहे. शिष्यगत जिज्ञासा हे पूर्वरूप आहे, आचार्यगत ज्ञान हे उत्तररूप आहे, त्यांच्या प्रवचनातून म्हणजे प्रश्नोत्तररूप चर्चेतून ज्ञानाचे जे एकसंधी रूप प्रकट होते ती विद्या होय. प्रश्नोत्तररूप चर्चा (प्रवचन) ही शिष्य आणि आचार्य यांची सन्धानभूमि होय. (अन्तेवासी पूर्वरूपम्, आचार्यः उत्तररूपम्, प्रवचनं सन्धानम्, विद्या सन्धिः । – तै. उ. १-३-३). गुरु-शिष्यसंवादातून विद्येला जो नवीन उजाळा मिळतो, त्याने ती विद्या नवीन संदर्भात नवीन रूपाने प्रकट होते. हेच ज्ञानाचे उपबृंहण किंवा विद्येचे प्रवर्तन होय.

शिष्य आणि आचार्य यांच्यामधील संवाद चैतन्यमय किंवा संविद्रूप असतो. ज्ञान हे संविद्रूप आहे. कोणत्याहि चर्चेत आपण जेव्हा, 'असे का' 'हे कसे' असे प्रश्न विचारतो तेव्हा प्रश्नरूपाने प्रकट होणारी संविद् शिष्यात्मक असते. प्रश्नाचे समाधान करतांना आपण जे उत्तर देतो, जी तर्कात्मक संगति लावतो, जी उपपत्ति देतो, ती समाधानरुप किंवा उत्तररूप संविद् आचार्यात्मक होय (स्वयमेव विबोधश्च तथा प्रश्नोत्तरात्मकः । गुरुशिष्यपदेप्येष, देहभेदो ह्यतात्त्विकः ।। – तंत्रालोक, १.२५६). अशा या प्रश्नप्रतिवचनातून ज्ञानाला जी गति मिळते, ज्या नवीन स्वरूपात ते प्रकट होते, त्याची नवीनता जी प्रतीत होते, तिला 'विमर्श' अशी संज्ञा आहे. ज्ञान हे प्रकाशरूप आहे, त्याची गति विमर्शरूप आहे. म्हणून ज्ञानाचे प्रवर्तन हे 'प्रकाशविमर्शमय' आहे.

जिज्ञासु शिष्याच्या प्रश्नाचा प्रभाव विलक्षण असतो. प्रश्नाचा संस्पर्श होताच आचार्यांचे सर्व ज्ञानच ढवळून निघते आणि प्रश्नाच्या संदर्भात नवीन आकाराने प्रकट होते. याचे वर्णन अथर्ववेदात रूपकाच्या साह्याने केले आहे. शिष्याचा स्वीकार करतांना आचार्य त्याला (ज्ञानात्मक) गर्भात धारण करतो (आचार्य उपनयमानो ब्रह्मचारिणं कुरुते गर्भमन्तः । – ११-५-३) आणि त्याला पुन्हा प्रकट करतांना शेवटी आचार्यच ब्रह्मचारी म्हणून प्रकट होतो (आचार्यो ब्रह्मचारी – ११-५-१६). ज्ञानाच्या क्षेत्रात संविदेच्या प्रकाशाचा विमर्श असा सारखा चाललेला असतो.

ब्रह्मचारी (विद्यार्थी) आणि आचार्य संविदेच्या भूमिकेवर एकत्र येतांना त्यांचा हेतु कोणता असतो हे तैत्तिरीयोपनिषदात सांगितले आहे. ब्रह्मचारी म्हणतो "ईश्वराने मला प्रज्ञाबल (मेधा) द्यावे, अमृतमय ज्ञानाकरिता धारणाशक्ति द्यावी, माझे शरीर (तपाकरिता) गतिमान् व्हावे. वाणी मधुमती असावी, मला अधिकाधिक ऐकावयास (आजच्या भाषेत वाचावयास) मिळावे. (स इन्द्रो मे मेधया स्पृणोतु, अमृतस्य धारणो भूयासम्, शरीरं मे विचर्षणम्, जिह्वा मे मधुमत्तमा, कर्णाभ्यां भूरि विश्रुवम् । – १.४)". आचार्य म्हणतात, "माझ्याकडे विद्यार्थी येवोत, त्यांचे माझ्याशी निष्कपट वर्तन असो, माझ्यापासून त्यांना प्रमा (यथार्थ ज्ञान) प्राप्त होवो, आचार्य म्हणून मी लोकांत यशस्वी व्हावे, श्रेयस्वी व्हावे, तेजस्वी व्हावे, उंच शिखरावरून पाण्याचे प्रवाह नाना दिशांनी येतात व एकत्र होतात, किंवा वेगवेगळे महिने संवत्सरात विलीन होतात, तसे, हे ईश्वरा, चोहोकडील ब्रह्मचारी माझ्या ठिकाणी एकत्र येवोत (आ मा यन्तु ब्रह्मचारिणः, वि मा यन्तु ब्रह्मचारिणः, प्रमायन्तु ब्रह्मचारिणः। यशो जने असानि । श्रेयान् वस्यसः असानि । यथा आपः प्रवता यन्ति यथा मासा अहर्जरम् । एवं मां ब्रह्मचारिणः धातरायान्तु सर्वतः ।। – १.४)". ब्रह्मचारी आणि आचार्य यांचे हेतु अशा प्रकारे प्रारंभी आपापल्या पुरते वेगळे दिसत असले तरी त्यांच्या अध्ययन-अध्यापनाच्या द्वारे फलरूप विद्येची जी निष्पत्ति होते तिच्या यशात आणि प्रभावात दोघेहि सारखेच वाटेकरी होत असतात.– "सह नौ यशः, सह नौ ब्रह्मवर्चसम्" – (१.३).

निष्ठापूर्वक अध्ययन पूर्ण करणाऱ्या स्नातकाची योग्यता फार मोठी आहे. समावर्तन प्रसंगी आचार्य स्नातकाचा सन्मान वस्त्र आणि पुष्पमाला देऊन करतात आणि त्या स्नातकाला आपल्या बरोबर विद्वत्सभेत नेऊन त्याचा विद्वानांशी परिचय करून देतात. असा स्नातक समाजामध्ये 'मधुपर्क' नावाच्या सत्काराला योग्य समजला जातो. एवढेच काय, पण राजासुद्धा अशा स्नातकाला मानार्ह समजतो. (राजस्नातकयोश्चैव स्नातको नृपमानभाक् । – मनु ३ । १३९).

स्नातकाचे विद्येचे तेज (ब्रह्मवर्चस) सूर्यतेजासारखे असते (बौ. गृ. सू. २.१.८), त्याची शक्ति पंचमहाभूतांसारखी असते (महद् वै एतद् भूतं यत् स्नातकः). अथर्ववेदाने तर 'ब्रह्मचारी' (विद्यार्थी) या विषयाला एक संपूर्ण सूक्तच (११-५) वाहिलेले आहे. त्यात प्रारंभीच म्हटले आहे —

ब्रह्मचारीष्णंश्चरति रोदसी उभे
तस्मिन् देवा संमनसो भवन्ति ।
स दा धा र पृथिवीं दिवं च
स आचार्यं तपसा पिपर्ति ।। (अ. वे. ११.५.१)

'ब्रह्मचारी संपूर्ण विश्वाला (द्यावापृथिवीला) गति देतो, सर्व देव त्याला अनुकूल मनाचे होतात, पृथिवी आणि स्वर्ग यांचा तो आधार होतो. आचार्याला (ज्ञानशक्तीला) तो आपल्या तपाने (क्रियाशक्तीने) पूर्णता आणतो'—

आचार्यो ब्रह्मचारी ब्रह्मचारी प्रजापतिः ।
प्रजापतिर्वि राजति विराड् इन्द्रोऽभवद् वशी ।।
ब्रह्मचर्येण तपसा राजा राष्ट्रं वि रक्षति ।
आचार्यो ब्रह्मचर्येण ब्रह्मचारिणमिच्छते ।।
(अ. वे. ११.५.१६, १७)

"(विद्येचा उपदेश करून) आचार्य ब्रह्मचारीरुपात प्रकट होतो, ब्रह्मचारी (आपल्या तपाने) प्रजापति होतो, प्रजापति विराट् (विश्वा-वर प्रभाव ठेवणारा) होतो, विराट् सर्वांना वश करणारा इन्द्र होतो. ब्रह्मचर्य (ज्ञाननिष्ठा, विद्याव्रत) आणि तप (श्रमनिष्ठा, क्रियाशक्ति) यांच्या प्रवर्तनानेच राजा राष्ट्राचे उत्तम प्रकारे रक्षण करतो आणि आपल्याला विद्यार्थी (ब्रह्मचारी) मिळावा अशी आचार्य इच्छा करतात, तीहि ब्रह्मचर्यामुळेच."

विद्यार्थी आणि आचार्य यांच्या संबंधी वेदाने सांगितलेले हे विचार पांच हजार वर्षाइतके जुने असले तरी आजच्याहि युगात शिळे वाटू नयेत. विशेषत: जी विद्यापीठे केवळ परीक्षा घेणाऱ्या संस्था न राहता, वेगवेगळे विद्याविभाग उघडून तेथील आचार्यांच्या मार्गदर्शनाने विशेष ज्ञानशाखांचे प्रवर्तन आणि संवर्धन करीत आहेत, त्यांच्या संदर्भात तर वरील विचार आजहि सुसंगत ठरावेत, असे मला वाटते. म्हणूनच नागपूर विद्यापीठाच्या सुवर्णमहोत्सवाच्या मंगल प्रसंगी मी, त्या विद्यापीठाचा एक विद्यार्थी आणि संस्कृत विभागातील भूतपूर्व शिक्षक या नात्याने, प्रस्तुत विचार आजचे विद्यार्थी आणि आचार्य यांच्या समोर ठेवीत आहे.

श्री शिवाजी शिक्षण संस्था, अमरावती, द्वारा संचालित

महात्मा फुले कला-वाणिज्य व सितारामजी चौधरी विज्ञान महाविद्यालय

वरुड, जि. अमरावती.

स्थापना : १९६०

कला–वाणिज्य व विज्ञान विषयांच्या महाविद्यालयीन शिक्षणाचे केंद्र.

कार्यकारी मंडळ :

(१) श्री. आर्. जे. घारफळकर, अध्यक्ष.
(२) श्री. एम्. टी. इंगोले, संस्थेतर्फे नियुक्त सदस्य.
(३) श्री. व्ही. एस्. यावलकर, संस्थेतर्फे नियुक्त सदस्य.
(४) श्री. पी. जे. सोलव, संस्थेतर्फे नियुक्त सदस्य.
(५) श्री. एम्. एम्. पाटील, अधिकार परत्वे सदस्य.
(६) श्री. पी. डी. चौधरी, अधिकार परत्वे चिटणीस.
(७) डॉ. बी. बी. ढोले, विद्यापीठ नियुक्त सदस्य.
(८) श्री. आर्. के. तिवारी, कापूस बाजार समिती तर्फे सदस्य.
(९) श्री. के जी. बोडखे, कापूस बाजार समिती तर्फे सदस्य.
(१०) श्री. एन्. के. तांबी, कापूस बाजार समिती तर्फे सदस्य.
(११) डॉ. डी. एस्. वखरे, प्राध्यापक प्रतिनिधी.
(१२) श्री. सी. जी. घांगरेकर, प्राध्यापक प्रतिनिधी.
(१३) श्री. डी. एस्. खडक्कर, प्राध्यापक प्रतिनिधी.

अभ्यासक्रम

(१) वाङ्मयः–पूर्व-विद्यापीठ वाङ्मय आणि वाङ्मय स्नातक पर्यंतचा अभ्यासक्रम.

विषय :––अनिवार्य इंग्रजी, अनिवार्य मराठी, अर्थशास्त्र, नागरिकशास्त्र, राज्यशास्त्र, तर्कशास्त्र, तत्वज्ञान, मराठी वाङ्मय.

(२) वाणिज्य :––पूर्व-विद्यापीठ वाणिज्य आणि वाणिज्य स्नातक पर्यंतचा अभ्यासक्रम.

(३) विज्ञान :––पूर्व-विद्यापीठ विज्ञान, विज्ञान स्नातक भाग-१ आणि विज्ञान स्नातक भाग-२.

विषय :– अनिवार्य इंग्रजी, अनिवार्य मराठी, पदार्थविज्ञान, रसायनशास्त्र, गणित आणि जीवशास्त्र.

वैशिष्टचे

*उत्कृष्ट निकाल, *सर्वांगीण शिक्षण, *सुसज्ज ग्रंथालय, *ग्रंथपेढी, *अभ्यासिकेची स्वतंत्र व्यवस्था, *अद्यावत प्रयोग शाळा, *देशी व विदेशी खेळांची सोय, *अनुभवी व तज्ञ प्राध्यापक वर्ग.

सवलती व शिष्यवृत्त्या

*पात्रता प्राप्त विद्यार्थ्यांना–गुणवत्ता शिष्यवृत्ती, छात्रवृत्ती व इतर सवलती.
*राष्ट्रीय कर्जाऊ शिष्यवृत्ती, इत्यादि.

प्राचार्य,
महात्मा फुले कला-वाणिज्य व
सितारामजी चौधरी विज्ञान महाविद्यालय,
वरुड, जि. अमरावती.



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Higher Education and the Problem of Medium

— Dr. N. R. Deshpande

"I do not want my house to be walled in on all sides and my windows to be stuffed. I want the cultures of all lands to be blown about my house as freely as possible." (*Gandhiji*).

One of the problems besetting higher education and one which makes it the preserve of the select few in the community is that of medium of instruction in higher education. While it is a trite observation that the best medium of education is the mother tongue of the child, the problem of medium in the universities has not yet found a satisfactory solution in the country. It has now been accepted by the various commissions and committees that have reviewed the problems of university education in our country in recent years that the Universities should aim at adopting the regional languages as the media of instruction and examination, though they have emphasised the need for various steps preparatory to the change to the regional media. Preparation of text books and allied reading material in the regional media, training of teachers, growth of literature in the form of journals, periodicals and newspapers in the regional languages and the adoption of a standard bibliography of terms used in different subjects are some of these preparatory steps.

The reorganisation of states on linguistic basis gave a fillip to this process in so far as these efforts for effecting a transition from English to the regional languages got a big political boost. The different state governments launched a variety of schemes to spread the use of the regional languages, to study the history and enrich their contents. The government of India gave to the State governments a grant of substantial funds to facilitate their efforts along these lines. The establishment of a number of new universities in the states also helped to speed up the process along the same direction.

Inspite of these stimulii, the progress so far attained in the Universities seems to be tardy. Confining our attention to the Universities in the State of Maharashtra, we find that only in Nagpur University the change over in the medium of instruction and also examination has been effected from Pre-University to the Post-Graduate stage, but only in the faculties of Arts, Social Sciences, Commerce and Education. In the faculties of Science, Law, Medicine, Engineering and Technology and Home Science, the medium still continues to be English. In the other Universities, the medium of instruction is allowed to be the regional languages at the undergraduate stage, though at the Post-Graduate stage, increasingly optional use of regional language is allowed in many of the Universities. The use of the regional language as an optional medium of examination is being generally allowed in the other Universities. As far as the faculties of Science, Law, Medicine, Engineering and Technology and Home Science are concerned, the progress towards introducing the regional language as

medium depends on the completion of the preparatory texts, particularly the adoption of a standard bibliography and preparation of text books and other reading material. While the difficulties implied in this process cannot be overemphasized, it is all the more necessary to redouble the efforts for the task is so important.

While the decision to adopt the regional language as the medium of higher education is already taken by the conference of Vice-Chancellors being blessed by several committees and commissions that have reviewed this problem, this has to be supplemented by efforts to encourage the study of Hindi and English whose continued use as link language and an international language respectively will be necessary for a long time to come.

Their language formula which the late Prime Minister had sponsored and which the Parliament also blessed, is not making much headway. The lead in this regard must be taken by the Hindi speaking states whose efforts to make an Indian language (specially of the south) learnt by the people of their States upto the high school stage are bound to be reciprocated by the non-Hindi States. Perhaps for a period of ten or fifteen years, some incentives may be necessary for spreading the learning of an Indian language in the States which provide for its instruction and which is not the regional language there. Just as at present the study of Hindi is being encouraged through scholarships at the University level, incentives may have to be provided for the study of other Indian languages at appropriate levels. In this regard, as some people have suggested, we may profit from the experience of the Soviet Union which has adopted the method of providing a pay rise for all employees in relation to foreign languages. All employees in non-Hindi States who study Hindi and keep in touch with it should be given a pay rise; similarly, in respect of other languages in Hindi speaking States. Though this would involve Government into a substantial expenditure, the cost has to be incurred in order to make the three language formula viable and fully operative. Once the States start implementing the three language formula honestly and sincerely, the process will acquire a tempo of its own and the country would soon be set on a course of development in which the younger population would soon be knowing three languages very well. It is commonly conceded that learning a language in childhood is relatively easy and that children can easily acquire knowledge of three languages sufficiently well for use.

While an honest effort to implement the three language formula would meet the criticism that India would be divided into water-tight compartments on the basis of language and that the country would be denied access to the developments of modern science and technology, the primary need at the present time is to launch on a programme of the development of regional languages and to facilitate their adoption as the medium for higher education. This is necessary not only for the development of the languages and the raising of standards in the Universities, but also and primarily, because it is only through this that we can make democracy real and effective. While it is true that English language was instrumental in creating an awareness among the elite that India was one nation and thus contributed to the rise and growth of Indian nationalism we cannot ignore the fact that the same language created a gulf between the elite and the masses and kept them separated from one another. The use of the regional languages and its spread in the community facilitated the growth of democratic institutions and practices. The adoption of the regional languages in the Universities would deepen and hasten the process. The elite and the masses would find it easier to communicate with one another in the same language which alone can make democracy real.

The use of the regional language as the medium of secondary education has made the adoption of the same language at the under-graduate stage both easy and natural. The transition to the Post-Graduate stage appears to present difficulties for want of books and other reading material in the regional languages. A reference has already been made to the efforts that are continuing for the production of University level Text-books and State-level efforts for the promotion of literature in the regional language.

It is necessary that the academic community looks upon this task as its own and strives by all possible means to promote the use of the regional language in the Universities. The University Grants Commission is encouraging the writing of books by University and College teachers in the regional languages and they have announced recently a scheme of awarding prizes for best books in regional languages. This is only one of the many ways to encourage writing in regional languages. The Universities can do a lot to promote the spread of regional languages. They can adopt these as medium of instruction right upto post-graduate stage. The teaching community has to shoulder the responsibility which would mean taking up a slightly havier burden of communicating to the students in a language where the terminology may not have been developed fully

and literature may not be available in plenty. For a few years the use of technical terms in English may have to be allowed and the teachers allowed to use the books they get. What is happening at present is that a majority of students who cannot follow English, are not in a position to read and understand English books. They have either to depend on Hindi books (very often Hindi translations of English books) or on the class notes given by the teachers. Realizing the dependence of the students on the instruction they receive in the class, the teachers should rise to the expectation and make the lesson a model one. It is in this sense that the teachers have to shoulder a heavier responsibility.

Those who join the teaching profession hereafter will have themselves the difficulty of following standard works in English and learned journals and periodicals. One care should be taken by the University and Colleges in recruiting new teachers to ensure that not only do they possess sound knowledge of the subject concerned, but also that they have sufficient command over English to be able to keep in touch with standard works, learned periodicals, etc. The University should also publish journal of its own in which articles in all the three languages should be published. A policy of publishing original articles in the regional language simultaneously with synopsis of articles in English and Hindi that may have appeared in foreign and other Indian journals should be deliberately pursued. The University should organize periodic seminars and conferences of teachers and researches where efforts should be made to conduct the proceedings in the regional language. This is already beginning to be attempted in the faculties of Arts, Social Sciences, Commerce and Education. The effort is now necessary to spread this to other faculties. Perhaps the effort in the case of the other faculties may have to be sustained and vigorous. But, the work that is being done by non-official organisations like the Marathi Vijnan Parishad in the field of Sciences is indeed commendable.

It is indeed ironical that people argue in favour of retaining English for the purpose of maintaining the unity of India. If India cannot remain united but for English then the value and significance of India's unity really require examination and scrutiny. I agree that the campaign against English must not be carried on a sentimental basis, not as part of a political campaign. But we should not lose sight of the fact that India is trying to build a nation and one important aspect of the nation building activity is to define its linguistic identity.

Nagpur Through the Ages

—O. P. Verma

The historic city of Nagpur was founded at the beginning of the eighteenth century by Gond Raja Bakht Buland. Subsequently it became the capital of Bhonsle kingdom until in 1854, the city along with the kingdom, lapsed to the East India Company. In 1861, it became the capital of the Central Provinces and Berar. In the post-Independent era, when the States Reorganisation Commission redrew the boundaries of provinces on linguistic consideration, Nagpur went over to the State of Maharashtra, denuding all its glamorous trappings of a capital city.

The antiquity of the region around Nagpur, however, goes back to the hoary past. The oldest vestiges of human habitation of this region are furnished by dolmens and stone-circles. Such speculcheral monuments generally contain copper and bronze weapons, iron tools and earthen pots and beads of various types and shapes. The recent archaeological excavations at Takalghat (Nagpur district) undertaken by the Nagpur University has abundantly proved it. With the Advent of the Aryans, we get more light on the region. The Vedic Sage Agastya was the first Aryan who crossed the Vindhyan ranges and fixed up his hermitage on the banks of the Godavari. The first Aryan king of the region was Vidarbha after whose name the country was known in later periods.

The kingdom of Vidarbha became well known in the age of the *Brahmanas* and the *Upanishads.* Bhima, the king of Vidarbha, is mentioned in the *Aitareya Brahmana* as having received instruction regarding the *soma* juice. The *Brihadaranyaka Upanishad* mentions the sage Kaundinya of Vidarbha. The *Ramayana* tells the story of King Danda, son of Ikshavaku and grandson of Manu, who led a voluptuous life. On account of a curse of sage Bhargava, his entire kingdom was destroyed by a terrible dust storm. The entire region lying between the Vindhyas and the Saivala mountains subsequently came to be known as *Dandakaranya.*

The royal house of Vidarbha was matrimonially related to several princely families of North India. The Vidarbha princesses Damayanti, Indumati and Rukmini who were married to Nala, Aja and Krishna respectively are well-known figures of classical Indian literature. Several great Sanskrit and Marathi poets from Kalidas onwards have drawn the themes of their works from the romantic lives of these epic heroes.

The name of Nagpur is noticed for the first time in a record of the tenth century A. D. A copper-plate inscription of the Rashtrakuta King Krishna III, dated Saka year 862 (940 A. D.) records the grant of a village situated in the *vishaya* (district) of Nagpur-Nandivardhana. Nandivardhana was the well-known capital of the Vakataka dynasty of Vidarbha. It is likely that Nagpur which was situated nearby may have been the original site of the modern town of Nagpur. Tradition, however, gives the credit for setting up the town of Nagpur to the Gond King Bakht Buland of Devgad. He is said to have included in the new township twelve hamlets, laid streets and erected a fortified wall around to protect it from invaders.

The region around Nagpur witnessed many a vicissitude during the historical periods. The Mauryas, the Sungas, the Satavahanas, the Vakatakas, the Kalachuris, the Rashtrakutas, the Paramaras and lastly, the Yadavas of Devagiri, all ruled over the region successively until in 1318 A. D., it became a principality under Sultanate of Delhi.

From the fall of the Yadavas till the advent of the Moghuls, the region of Nagpur was under the Gond

Rajas of Devgad house. Bakht Buland was the most distinguished luminary of this house. According to Sir Richard Jenkins, the British Resident, much of the credit for the development of agriculture, industry and commerce in the Gondvana region in general and Nagpur in particular, goes to this energetic and imaginative Gond Ruler. He brought industrious settlers into his domain by offering them liberal land grants.

After the death of Bakht Buland in 1706 A. D., the city of Nagpur passed under the Maratha ruler Raghuji Bhonsle. The Bhonsle family is counted among the royal clans of the Marathas. The Bhonsles of Nagpur considered themselves as descendants of the Sisodia Rajputs of Udaipur who may have migrated to the south during the long ascendancy of the Muslims. Raghuji Bhonsle was one of the powerful rulers of Nagpur. He raided far-off territories of Karnataka, Orissa and Bengal and extended thereby the sphere of his influence across the boundaries of his kingdom. He was mainly responsible for the prosperity of Nagpur. He brought along with him a number of Maratha and Brahman families from western Maharashtra and infused new order and life in the administration of Nagpur. Cultivation improved considerably under Raghuji. After the death of the last ruler of the Bhonsle family, Raghuji III, the kingdom of Nagpur was annexed to the British Empire in 1854.

The revolt of 1857, following soon after the annexation of Nagpur, did send some tremors in Nagpur too. There was sufficient cause for an uprising as the memories of the annexation of the Bhonsle kingdom, confiscation of their jewellery and public auctioning of the palace property were still fresh in people's mind. When everything was ready, Bakabai, the dowager Queen, summoned all her people and dissuaded them from taking any action against the British power which may jeopardize her interests. This completely chilled the spirit of the people. Consequently all was quiet in Nagpur when Nana Peshwa, Rani of Jhansi and Tatya Tope were desperately fighting against the British. In 1861, Nagpur became the capital of Central Provinces and Berar.

The city of Nagpur has been divided into two parts physically, one lying east of the Sitabuldi Fort and the other lying to its west. Alighting from the majestic and towering building of the Railway Station, one is greeted by the beautiful view of the Sitabuldi Fort. The road running behind the Railway Station leads towards the Jumma Tank (now called Gandhi Sagar), a large rectangular lake, built by the Bhonsles. In the middle of the Lake stands now a beautiful garden adding attraction to the entire view.

Beyond the Lake, the old main street runs through the remnants of the old city wall, leading directly to the centre of the city. Here once stood the old Bhonsle palace which was burnt down in 1864, part of it is now occupied by the Municipal Town Hall. The main business centre of the city is the Hansapuri Road which runs from east to west. It has become the busiest and the most thickly populated area of Nagpur. Some eighty years ago, Nagpur was a mere huddle of habitations. It had no metalled roads or wide streets but only narrow lanes and paths of beaten clay which turned into bogs of mud in the rainy season and became the breeding places of mosquitoes and insects, but today the face of the city has been completely changed. A network of broad and metalled roads, gleaming in bright sunshine, connects the different parts of the metropolitan city.

The western part of the city, now called Civil Lines, affords a much better view. In the Bhonsle period, it was the garden suburb. Since then great improvements have been carried out and gardens of striking scenery have been laid out. In 1891, on a steep hill to the north of Sitabuldi, the Government House was built. Beyond this runs a longer ridge on which stands the Roman Catholic Seminary and Retreat, a tall solid building. Under the hills to the south lies the green meadow dotted with Cricket and Football grounds, Polo grounds, a race course (where no races are run now) and a golf course. The older part is a park of trees from which peep out the majestic buildings of the Roman Catholic Cathedral with its Gothick spires, the Central Museum, the Victoria Technical Institute (now housing Agriculture College), the Assembly Building, the Secretariat, the Reserve Bank of India, the Municipal Corporation, the General Post-Office, the Circuit House and the High Court.

As the capital of the Bhonsles in the past and of the State of Madhya Pradesh in recent times, Nagpur has glorious traditions and the city presents a fine blend of old and new. Since historical times, Nagpur has been culturally, historically and commercially, an important centre. With its growing population of about seven lakhs, the city ranks next only to Bombay.

Nagpur has quite a few interesting sites for the tourists. The Sitabuldi Fort is undoubtedly the most outstanding object of interest. Standing on the twin

hills of Sitabuldi, the Fort presents a panoramic view of the city for miles around. Now housing 188 Infantry Batallion of the Territorial Army, the Fort conceals within its ramparts many a historical reminiscence of its glory and defeat. The battle of Sitabuldi, fought between the Bhonsles and the East India Company in 1817, unfolds a grim tale of destruction and massacre perpetrated by the latter. It was a battle in which the Maratha and Arab soldiers fought shoulder to shoulder and displayed exemplary determination to oust the British rulers. Although the Marathas lost the battle, one British Officer couldn't help commenting, "Thank God, the Arabs have agreed to move out and stop fighting. At last we are the lords of Nagpur".

The city has a museum established in 1853. Maintained by the State of Maharashtra, the Central Museum has a rich collection of antiquities which are divided into six sections, *viz.*—Art and Industry, Archaeology, Anthropology, Painting, Geology and Natural History. The sculpture Gallery is one of the main attractions as its collection ranges from circa 100 A. D. to 1600 A. D. The numismatic collection is fairly representative. It contains punch-marked coins of the Satavahanas, Guptas, Nalas, Sarabhapuryas, Kalachuris, Paramaras, Chalukyas, Yadavas, the Sultans of Delhi and the Gond rulers of Devgad. A Babylonian seal of 2nd century B. C. adds richness to the museum collection.

The city has a number of gardens and parks. Of these, the Maharaj Bag, the Telankhedi Garden and the Ambazari Garden deserve a special mention. The Maharaj Bag, situated near the Nagpur University Building, is perhaps the oldest garden which was built by the Bhonsles. The towering palm trees standing majestically in two rows add grandeur to the surroundings. The garden has a small Zoo also. The Ambazari garden is one of most fascinating sites of the city as it gives a picturesque view of the lake adjoining it.

The Tomb of Baba Tajuddin Tajul Avaliya situated in the south-east part of Nagpur city is popularly known as Tajabad Sharif. Baba Tajuddin though a Muslim, was regarded in high esteem by Hindus and Muslims and by the rich and the poor alike and his fame is a spiritual guide was not confined to Nagpur alone but had spread all over the country.

Nagpur has two Medical Colleges, a Regional Engineering College, a Government Polytechnic, an Agriculture College, Central Public Health Engineering Institute, a Veterinary College, a Central Agriculture Research Laboratory, Government Institute of Science, Government Vocational Institute, Industrial Training Institute, and more than a dozen Colleges of Arts, Science and Commerce. The Nagpur University which was established in 1923 maintains about two dozens Post-graduate Teaching Departments of Arts, Humanities and Science. Besides, it has a Training College, a Law College and an Institute of Technology. In July 1969, the University has opened new Departments of Journalism and Foreign Languages. The jurisdiction of the University is spread over eight districts of Vidarbha where there exist today more than a hundred Colleges of Arts, Science, Commerce and Law. An Agriculture University has also been started at Akola. There is also a growing demand for another University at Amravati. In addition to the educational institutions, there are a number of Social, Literary, Research and Cultural Societies, representing almost all the regions of India.

Thirty-four miles to the north-east of Nagpur, there stands the Ramtek Hill, about 152.400 metres (500 feet) in height, atop of which a number of temples, gleaming in sunshine, can be discerned from a distance. Traditions aver that Lord Ramchandra stayed on this hill. Hence the name Ramtek. Every year religious fairs are held at Ramtek on the Tripuri Purnima and Ramnavami Day when thousands of Vaishnavite devotees flock to the hill to offer worship. A little ahead of the hill, there sprawls out the beautiful Khindsi Lake, inviting a large number of picnicgoers during holidays and Sundays. The entire landscape presents a captivating and haunting beauty of which one would like to drink deep. According to the historians, the great poet Kalidasa visited the Ramtek Hill and during one of his sojourns, he is said to have composed his world famous *Meghaduta*.

Since the beginning of this century, Nagpur region has witnessed considerable changes in the economic structure. Improvements in the technique of agricultural production, tools and equipment; transport facilities, supply of capital, aid from public authorities and economic planning have caused an increase in total output and the rate of conventional economic growth. The old agrarian nature of the economy is on the decline giving way to a broad based agro-industrial economy.

The mineral potentiality of the region has been recognised and mining is done on a large scale. The

manganese ore and ferro-manganese of Nagpur are calculated to earn foreign exchange and to help the development of the iron and steel industry of India. The coal deposits in the vicinity of Umred, Bhiwapur and Kamptee are also of immense magnitude. The Department of Geology and Mining has taken up extensive drilling operation for coal, and investigations have shown reserves of 3,55,00,000 metric tons (350 million tons) of coal. With the availability of electric power and favourable means of transport, a number of industries have come up at Nagpur. Only a couple of months ago, fourteen small-scale industries have been set up on the outskirts of Nagpur city. Already there is a move to set up a small-car project in Nagpur. Nagpur ranks very high in the production of manganese ore in India. There are as many as 252 mines of manganese ore in the district. The two large cotton mills, the Empress Mills and the Model Mills, keep the textile industry going. Despite the keen competition of the mill-made cloth, the handlooms still attract a number of buyers. Handloom weaving is the most important cottage industry of Nagpur district. Nagpur, Umred, Kamptee are famous centres of handloom textiles. The industry is a source of employment to a very large number of persons. The zari w[illegible] is a notable feature of the handloom industry.

Nagpur is famous for oranges which are expor[illegible] to all parts of the country. The Nagpur orange [illegible] widely known for its special flavour and commands [illegible] country-wide demand. The Nagpur Orange Grower[illegible] Association, in collaboration with the Central Hindus[illegible] Orange and Cold Storage Company, manufactur[illegible] orange juice, orange concentrate and canned oran[illegible] segments. Given proper facilities, the Nagpur oran[illegible] may earn valuable foreign exchange too.

Nagpur is the entrepot of trade and commerc[illegible] It is by far the most important commercial city [illegible] Central India. It is a centre of trade in cotton, jowa[illegible] tobacco, linseed, oranges, lemons, textiles, automobil[illegible] mechanical tools, electrical machinery and appliance[illegible] bicycles, watches, radio appliances, etc.

The hinterland of Nagpur is rich in minerals, coa[illegible] fire-wood and forest products. Consequently, a numbe[illegible] of general engineering industries will flourish. Th[illegible] optimum utilisation of its natural resources will add t[illegible] the riches of the nation. Being centrally situated[illegible] Nagpur is very suitable for location of industrial units.

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Politics of Education in Nagpur — Early Phase

—P. L. Joshi

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Opening of the First Modern School :

Having rested in peace for about a century Rev. Hislop, if he comes out of his grave, would find the City of Nagpur beyond recognition in the plentitude of its educational institutions. "With much fear and trembling, but yet looking to the Head of the Church who disposes all things for the advancement of His Cause", he opened the first modern public school in 1846 which later developed into one of the four great Christian Colleges of India. This was the beginning of the process of modernization through westernized education so far as this City is concerned. "You have taken the bull by the horns," said the Resident to him, "alluding to the public prominence of the School in the same street as the Raja's Palace." The fears of Rev. Hislop and his friends in the British Service were however unfounded. The bull was already tamed and had already become a bullock by the battle of Wadgaon in 1804 and the subsequent battle of Sitabuldi in 1817. Seven years after the establishment of the School, i. e. in 1853, the Nagpur territory was finally annexed to the British India by the cunning and unscrupulus diplomacy of Lord Dalhousie. Yet, when in 1849, a Girls' Marathi School was established by Mrs. Hislop, "two sisters of the principal wife of the Raja attended."

Traditional Schools :

There was no dearth of traditional schools however. As early as 1827, Richard Jenkins, in his Report on the Territories of the Raja of Nagpur submitted to the Supreme Government of India, informs us, "There are no schools exclusively for the education of Muhammedan children. The tribes of Moolas and Kazees are quite uneducated...... There are in the City and suburbs 102 instructors including teachers of public schools, private tutors and such as teach boys graciously as a religious duty. The number of public schools which are supported by the payments made by the parents of the pupils for their instruction, is 46; of these are for teaching Mahratta 40, Persian 2, Nagree 1 and Mahratta and Hindustani (Persian Character) 1. The number of pupils attending these public schools is 936 of which are learning Mahratta 624, Persian 22, Nagree 39 and Mahratta and Hindoostani (Persian Character) 51. In addition to the public teachers there are 51 private tutors and teachers who instruct boys gratuitously. Of these there are for teaching the Shastras and Vedas 23, Persian 28, Arabic 4, Telgu 1 (number of pupils being 159, 126, 33 and 5 respectively). The average number of pupils in the Mahratta public schools is about 21½ each. The average rate of remuneration to the masters may be taken at three annas per mensum for each boy, which makes about three rupees and twelve annas a month to each teacher ...... The remuneration to the private tutors varies from two rupees a month in addition to their food and clothing to thirty rupees. The private tutors are all moosulman. The teaching and learning the Vedas and Shastras is exclusively confined to the Brahmin class and no remuneration is ever made for instruction in the sacred books. It is considered as religious obligation to afford instruction to all who are qualified and desires to learn, without receiving any reward or gratuity whatever. It does not appear that any support is given by Government for the encouragement of education among the inhabitants.... The teachers receive no public support whatever."

This was the situation of public education in and around 1827. It was chiefly confined to the children of Brahmins and those of the mercantile classes and the instruction they received was not calculated to promote their moral or intellectual improvement. All the other classes were extremely illiterate. Reading, writing and accounts were the chief objects of education and these were only carried to the extent necessary for each individual profession. Modernized education was first started in Central India in Saugar and Jabalpur around the 1820's and were supported by the grants from the Government of India from the 1830's. But Nagpur being the headquarters of the Native Raja, it had to wait till 1848.

The Setting and the Early Problems :

The traditional education had become obsolete and useless and soon the native pupils were attracted to the new schools in growing numbers. The Raja promised to grant suitable sites for the buildings of the schools and all co-operation. In 1853, the year of Annexation, the number of such schools in Nagpur rose to 5 and the pupils around 400 out of which about one eighth were girls.

The Foreign Missionaries had come to India to spread European Culture and took great pains and labours to introduce native languages as the media of instructions. Whatever they could fulfil upto Secondary Education level we have not yet been able to match them even after independence. When Rev. Hislop established schools in Nagpur in the 1840's, Marathi was introduced as the language of instruction. Books were secured in Hindi from Shrirampur Mission and were translated into Marathi. The Bhonslas still being the rulers of Nagpur, Marathi was the Court Language and thus the language of administration and of instructions coincided. After the Annexation in 1853, Hindustani language was prescribed for the Courts, which "threw the administration into the hands of men of the Kayastha caste, who fattened on a monopoly of office in every department." This state of affairs was brought to the notice of the powers that be through the columns of the Free India by Rev. Hislop himself. In 1861, the Nagpur, Nermada and the Chattisgarh territories were consolidated to form themselves as a new province named as Central Provinces. Mr. Hislop wrote to the Head of the Province, styled as the Chief Commissioner, Sir Richard Temple that Nagpur needed a Normal School for the training of teachers, "in which as many of the ancient pantogees as consent" were to be fitted for some usef[ul busi]ness and that "bands of agents from Poona be invited". He was quick to add that care should be taken that they do not possess "positive infidel tendencies".

The first Annual Administration Report of C.P. (1861-62) has the following remarks to make: "In the province of Nagpur, no educational system had been introduced, no government schools existed and no public expenditure on this account had been incurred.... Indeed few provinces could be more destitute of indigenous institutions than Nagpur and the general standard of enlightenment, both in the mass of the people and the upper classes, is decidedly low and much under even the Indian average....Nothing can be a stronger proof of the backwardness of knowledge than the fact that in such City like Nagpur, there could not be found even one native fit or willing to undertake scholastic duty. The men readiest to hand were educated natives of Hindoostan, but I did not deem it proper to employ these men, as they are quite foreign to and not popular among the Natives of Nagpur. Instead of that men from Poona have been sent for, and several well trained young natives are on their way to join our educational staff. These persons, being Mahratta Brahmins, will readily command influence at Nagpur, where the associations and ideas are all Mahratta". Sir Temple lamented for the state of Marathi language at Nagpur where no literature was produced and very few people were well read in it. He regretted for the dominance of Hindi people who "from their superior ability have always beaten the Mahrattas in their race for power influence and future. From this cause, the depression and inferiority of the Mahrattas increased in progressive ratio; while from the absence of schools and of State Education they had not the same means and opportunities as were enjoyed by the other parts of India, of acquiring instruction and of educating and qualifying themselves and their children". He concluded with the hope that "the educational measurers now to be devised will contribute to restore the equilibrium, and to afford the Mahrattas a chance of competing with educated foreigners."

Education Department in the Government of Central Provinces was established in 1862 and for the first time a Government expenditure in the form of grants was made for Nagpur for Rs. 50,000. Offices of the Director of Public Instruction and the Inspector of Schools were created, thus paving the way for systematic educational development.

Conflicting Interests :

Even a humanitarian turns out to be self centred and develops a vested interest. Rev. Hislop, who wielded a great influence on the British Administrators and was a formidable force in evolving the educational policy at its infancy, prevailed upon the authorities not to allow "rival school....to be set down". Although it was the Government policy to open Government schools in all the Districts and Taluka head-quarters, no such school was opened at Nagpur on the ground that Mission Schools already existed here. Nor did the Nagpur Municipal Committee, which was established in 1864 and was nothing better than the extension of district collectorate, do much for the cause of education except giving free gifts of land for school buildings. When in 1867, the Director of Public Instructions requested the Government to bring pressures on the Municipality to establish two schools in certain neglected parts of the City, the Municipal Committee questioned the propriety of such a suggestion and wondered "what the Municipal Administration has to do of education" !

Modernized education was thus a monopoly of the Foreign Christian Missionaries. There were suspicions raised about their intentions. The Raja had already withdrawn the girls of his family from Christian School, and there was growing popular demand that schools be under the management of the natives. Education must keep pace with the needs and aspirations of the people; if it fails, the social forces assert themselves. Around 1869 a considerable number of educated men from Bombay and Poona had already arrived and settled at Nagpur. Fears of Rev. Hislop soon came true. Filled with patriotism and self esteem they took an initiative to establish Neil City High School in 1869. It is interesting to note that the missionaries had started educating boys and girls simultaneously and a separate girls' school was established realizing that women are the better vehicles of cultural transformation. One Mr. Gokhale therefore started a separate Girls School soon after Neil City High School in a temple premises.

Aspirations of the native people were no longer limited to the establishment of a native school. They wanted to establish a College, a centre of higher education. Adv. Bipin Krishna Bose whose contribution to the development of public life in Nagpur is enormous and who was later knighted as 'Sir' took the reigns of the City High School from 1876 onwards and under his stewardship efforts were made for the establishment of a College at Nagpur. Meanwhile, Mr. Golin Browning, the Chief Inspector of Education had recently started a government school at Jabalpur where arrangements were soon made for instructions upto Intermediate standard. He would not allow the Nagpur efforts to fructify lest it would kill his own infant child. Mr. Browning therefore tried to move the Government of India that the Government School at Jabalpur be raised to the status of a College. It is on record that the Central Provinces was providing more students for Senior College classes than the Agra, Banaras and Muir Colleges of the N. W. Provinces (later U. P.). However, the Government of India gave a cold shoulder to this Provinces and it would not grant permission to Jabalpur School, especially as it had only 9 students a year on average in Intermediate classes, on the obvious ground of financial implications.

The intellectual atmosphere of Nagpur in comparison to Jabalpur is described by Sir B. K. Bose thus : "I must confess, however, there was not much intellectual activity at Jabalpur. It was quite different at Nagpur. I found the community which was leavened with a considerable number of educated men from Bombay and Poona, occupying a much higher intellectual place. There was at the time I came an influentially supported Debating Club with a public library attached.... I remember my first set speech was on 'Mill's subjection of women'.... on another occasion I read a paper on the growth and progress of moral ideas...... In this way there was much intellectual life in Nagpur......."

Sir John Morris retired as the Chief Commissioner of the Province in 1883 after serving for more than a decade. This was an opportunity for the native enthusiasts and they realized that in the name of commemorating his services to the Province it would be easy for them to collect donations and to bring to reality their cherished dream of a College at Nagpur. In the very first meeting they collected about Rs. 20,000 and the Morris Memorial Fund was soon raised to Rs. One and a half lack. The then Commissioner of Jabalpur and Mr. Browning tried to move the Chief Commissioner of Province once again that Morris College be established at Jabalpur instead at Nagpur, by upgrading the Government School. Chief Commissioner Mr. Neil however did not accept the idea and pointed out that out of 54 students in Jabalpur Intermediate School 22 were from Nagpur and its surroundings. Students of Wardha and other districts had to go to Poona or Bombay for higher education. It was only due to Mr. Neil, in whose name the City School was dedicated that the interest of Nagpur could be safeguarded. However

Jabalpur got its due and the first College was established there styled as Robertson College. In Nagpur, Hislop's Free Church Mission stole a march and a College was established in 1882-83. The Hislop College had not to face any problems since the bureaucracy was favourably inclined towards the Mission activities. And now it was the Hislop College which would oppose the popular effort to establish a College at Nagpur. Rev. Cooper in fact wrote to the local Government that it should not encourage establishment of a rival College at Nagpur and spoil its relation with the Mission. There were only 21 students in the College in its Intermediate classes and it was argued that a rival College was not at all justified since it would affect the College established by the Mission.

During 1882-84 India was breathing a fresh air by the progressive policies of Lord Ripon. The monopoly of non-rivalry to mission schools would no longer be an accepted policy. In fact the Indian Education Commission in 1883 pointed out that Missionary institutions hold an intermediate position between those managed by the Department and those managed by the people for themselves. "On the one hand they are the outcome of private effort, but on the other, they are not strictly local; nor will encouragement to them directly foster those habits of self reliance and combination for purposes of public utility which it is one of the objects of the grant-in-aid system to develop." The objections raised by the Mission were therefore ruled out both by the Government of Central Provinces and the Government of India. Thus was born the Morris College in 1885, the first native institution, after great pangs of conception and labour pains. The Colleges were affiliated to Calcutta University for the obvious reason that there was greater central control on the Government of this Province being a chief commissariat and Calcutta being the Capital of our Country then. In 1905, the educational institutions were affiliated to Allahabad University for the simple reason that the Government authorities did not want to continue the contamination of revolutionary ideas and activities of Bengal in C. P., nor was Bombay University chosen for the purpose as Maharashtra had also started showing teeth to the British Raj.

Progress of Education :

With the Mission monopoly having come to an end, there was now spurt in the educational development of the City. The natives were now encouraged in large numbers to send their pupils to the schools managed by their own people. There was now healthy competition between mission schools and privately managed schools. The education reports tell us that the success obtained by these institutions in middle school, matriculation and university examinations were "very equal". The healthy competition and rivalries surcharged the academic life of the City with various activities and helped the growth of a "fine spirit of sportsmanship and fellowship amongst the students."

The Nagpur Municipal Committee's Policies for giving grants to educational institutions had also changed by now. New Municipal Legislation required Municipal Committees to manage or aid the educational institutions. Till 1883, there was no set policy of grant-in-aid; it was not difficult for a mission school to receive help from the Municipal Committee with the intervention of some European Officer who was also a member of the Committee. After 1883, with the democratization of Municipal administration according to the famous Resolution of Lord Ripon, the Municipal Committee seems to have formulated definite policy in the matter. When in 1885, Rev. Cooper who succeeded Rev. Hislop asked for certain grants for the Mission School, the popular Municipality with Shri B. K. Bose as the Secretary insisted on secular education and when the Mission gave an assurance that complete secular education would be imparted in their schools and that there would be some facilities of religious education only for the Christians, that the grants were released. This was the year when for the first time a grant of Rs. 100/- was given to a Vedic School. Although Ripon's Resolution stipulated that the Municipal Committee be made responsible for the management of local education, it was beyond the resources of Nagpur Municipal Committee to shoulder this responsibility because of its great financial liabilities to the Government for the loans it had incurred for Water Supply. It was only after 190[illegible] that the responsibility for primary education was shared step by step by the N. M. C.

The educational development of the City had its dividends in all walks of City life. So far as the public life is concerned Nagpur evinced great interest in the national politics. In 1886 representatives from Nagpur attended the Second National Congress in Calcutta and established the first local political party called 'Lok Sabha'. The age of renaissance had set in and there were established branches of the Bramha Samaj, Arya Samaj, Prarthana Samaj, Theosophical Society, Ramkrishna

Mission and the like. The public life in Nagpur was so much surcharged with activity that as early as in 1891, the Annual Session of the National Congress was held here. Enlightened people of Bombay and Poona and of Bengal, U. P. and Andhra who had settled in Nagpur all co-operated hand in hand for the development of public life of this City. Till 1907-08, the Municipal and City politics was dominated by the Moderates, but the visits of Lokmanya Tilak to Nagpur in 1902 and 1905 introduced the 'Extremist' politics. His was the creed of Swadeshi, Swadharma, Self-education and Self-reliance. In 1906 Dada Saheb Khaparde, the trusted Lieutenant of the Lokmanya addressed a large gathering of the students and after the speech the students on their own initiative set fire to the foreign clothes and articles. The young students were now attracted to the new creed, they had now ideals and mission in life. Students of Nagpur started taking active part in politics and contributed their might for the freedom struggle, which is a long story to narrate.

वे दिन, वे लोग

–डॉ. विनय मोहन शर्मा
(भतपूर्व प्राध्यपक, नागपूर महाविद्यालय)

काल अनादि काल से अजस्र गति से प्रवाहित होता जा रहा है। उसका कोई खंड नहीं है, वह कभी खण्डित नहीं हुआ। हमने ही अपनी व्यावहारिक सुविधा के कारण उसे खण्डित करने की कल्पना कर ली है। बीते हुए क्षण को हमने भूतकाल, भोगते हुए क्षण को वर्तमान और आने वाले क्षण को भविष्य कहना प्रारम्भ कर दिया है। वर्तमान को हम रोक नहीं पाते हैं, वह तो अतीत बनने के लिये ही आता है। अतः जो कुछ अतीत बन गया है वही हमारी संचित निधि है – इतिहास है। उसी का हम अपनी प्रवृत्ति के अनुसार भला-बुरा मूल्यांकन करते रहते हैं।

नागपुर विश्वविद्यालय का अतीत बड़ा ही गौरवशाली है। उसके कुलगुरु के आसन पर सदा ही कीर्तिलब्ध व्यक्ति आसीन होते आये हैं और उनके कार्यकाल में विश्वविद्यालय के चरण प्रगति की ओर अग्रसर हुए हैं।

मेरा सन् १९४० सें १९५६ तक (नये मध्यप्रदेश के निर्माण के क्षण तक) विश्वविद्यालय से किसी न किसी रूप में सम्बन्ध रहा है। सन् १९४७ से १९५६ तक तो मैं विश्वविद्यालय के हिन्दी-विभाग का प्रमुख (हेड ऑफ हिन्दी डिपार्टमेन्ट) रहा हूँ। मैंने परीक्षाओं में निरीक्षण का भी कार्य किया है और इस काल में कभी भी किसी छात्र का कोपभाजन नहीं बना। छात्र बड़ी शांतता के साथ परीक्षा-कक्ष में प्रश्नपत्र हल करते थे और किसी वर्ष जब एक दो छात्र नकल करते पकड़े जाते थे तब वे अपने कृत्य पर लज्जित होते थे क्योंकि वे अनुभव करते थे कि उन्होंने अनैतिक कार्य किया है। अतः वे तुरन्त क्षमायाचना के लिये तत्पर हो जाते थे। क्षमायाचना न मिलने पर पश्चाताप स्वरूप एक दो वर्ष के निष्कासन की सजा भी स्वीकार कर लेते थे। आज तो नकल करना और पकड़े जाने पर निरीक्षक को धमकाना, छुरा दिखाना जैसे अभद्र कार्य को वे अपना जन्मसिद्ध अधिकार समझने लगे हैं। काल की गति के साथ हमारे नैतिक मूल्यों का कितना अधःपतन हुआ है, इसकी कल्पना ही की जा सकती हैं। उस समय न तो प्राध्यापक, न प्राचार्य, न रजिष्ट्रार, न वाइस चान्सलर के घेराव होते थे और न उनके घरों पर पथराव होता था। विद्यार्थियों का विद्या के प्रति अनुराग, प्राध्यापकों और वरिष्ठों के प्रति सम्मान तो बीते दिनों की याद मात्र रह गये हैं।

नागपुर विश्वविद्यालय की क्षेत्रसीमा तत्कालीन मध्यप्रदेश और वरार थी और उससे नागपुर के मारिस (वर्तमान नागपुर महाविद्यालय) साइंस, हिस्लाप, सिटी और नेशनल कॉलेज, अमरावती का किंग एडवर्ड कॉलेज तथा जबलपुर के राबर्टसन कॉलेज और हितकारिणी के सिटी कॉलेज सम्बद्ध थे। अकोला और रायपुर के कॉलेजों की स्थापना बहुत बाद में हुई। १९५७ से तो कॉलेजों की संख्या में लगातार वृद्धि होती आ रही है। उस समय सरकारी और गैर सरकारी कॉलेजों में भी दो चार अखिल भारतीय और अन्तर्राष्ट्रीय ख्याति के प्राध्यापक भी कार्यरत थे जो अपने विषय की गहराई के कारण छात्रों के आदर्श थे और आदर के पात्र बने हुए थे।

विश्वविद्यालय के कुलगुरु अवैतनिक होते थे अतः उसके संचालन का भार प्रमुख रूप से रजिष्ट्रार पर पड़ता था और वे बड़ी प्रसन्नता और कुशलता से उसको वहन करते थे।

मेरे समय में पण्डित उमावर मिश्र रजिस्ट्रार और पण्डित केशवराम पण्ड्या डिप्टी रजिस्ट्रार थे। दोनों ही विश्वविद्यालय के शकट को खींचने वाले चतुर अश्व के समान थे। दोनों अपनी अपनी आसंदी पर जमकर बैठते थे। उनके लिये 'आफिस-टाईम' नामक कोई चीज नहीं थी। 'कर्मण्येव अधिकारस्ते' सिद्धान्त का युगल मूर्ति अक्षरशः पालन करती दीख पड़ती थी। सभा-सोसायटी में इन्हें शायद ही देखा जाता था। उमावरजी तो विश्वविद्यालयीन कमेटियों में दीखते थे क्योंकि उनमें उनका उपस्थित रहना अनिवार्य होता था परन्तु पण्ड्याजी की सभा-सोसायटी तो उनका अपना कमरा और उसके चारों ओर कागज पत्रों और कापियों का अंबर था। यही उनका घेराव किये रहते थे। उमावरजी मीटिंगों में ही बोलते थे, किसी बाहरी सभाओं में नहीं। परंतु पण्ड्याजी विद्यापीठ के न भीतर, न बाहर कहीं भी बोलते नहीं सुने गये। अपने विहित कार्य के प्रति उनकी गहरी निष्ठा (प्रतिबद्धता) थी। उन्हें कभी किसी के प्रति कोई शिकायत नहीं रहती थी। व्यर्थ के शिष्टाचार में उनका विश्वास नहीं था।

उमावरजी का ऊंचा भारी व्यक्तित्व प्रभावशाली था। जब वे अपने श्यामवर्णी स्थूल शरीर पर काला गाऊन धारण कर परीक्षा हाल में प्रविष्ट होकर 'साइलेन्स प्लीज', 'हिअर आर सम अनाउंसमेंटस्' अपनी भारी आवाज में कहते तो परीक्षार्थी सशंक और स्तब्ध हो जाते। वे परीक्षा हाल में प्रायः प्रथम दिवस ही आतंकपूर्ण दर्शन देते थे। विद्यार्थी ही नहीं, आफिस के कर्मचारी भी उनके कक्ष में सहम कर –सोच समझकर–ही जाते थे। वे कमरे के भीतर कुलसचिव की कुर्सीपर बड़े रूखे दीखते थे और प्रायः व्यवहार भी वैसा ही करते थे। परन्तु उसके बाहर उनका व्यवहार अपने परिचितों के प्रति बड़ा मधुर रहता था। उनकी साहित्य में विशेषकर हिन्दी साहित्य में अच्छी रुचि थी। उन्हें हिन्दी के कवि मैथिलीशरण गुप्त और जयशंकर प्रसाद की कई कविताएं कंठस्थ थीं। कभी कभी तो वे रामचरित मानस की चौपाईयों पर ऐसी शंकाएं उठाते मानो उन्होंने वर्षों उन पर विचार किया हो। वे दर्शन के विद्यार्थी थे और कुछ समय तक उन्होंने जबलपुर के रावर्टसैन कॉलेज में अध्यापन का कार्य भी किया था। उनके स्वभाव की यह विशेषता थी कि वे मित्रों से खूब खुलकर हंसते बोलते पर विश्वविद्यालय की कोई भी गोपनीय बात उनके मुख से नहीं निकल पाती। एक बार किसी प्रतिष्ठित मंत्री ने परीक्षाफल घोषित होने के पूर्व अपनी आत्मजा का फल जानना चाहा तो, सुना है, कि उन्होंने यह कहकर टाल दिया कि ज्योंही 'फल' बोर्ड पर लगने जायगा त्योंही मैं आपको सूचित कर दूंगा। इतना साहस और अपने कर्तव्य के प्रति ईमानदारी उनमें थी।

कान्वोकेशन हाल के पीछे बड़ा शामियाना खड़ा करके कान्वोकेशन हुआ करता था। शोभा-यात्रा के बाद मुख्य अतिथि कुलगुरु आदि के आसीन होने पर विद्यार्थियों में जब जरा हलचल सी मच जाती तो वे खड़े होकर केवल उपर हाथ उठाकर और चारों ओर निगाह दौड़ा कर उन्हें शान्त कर देते थे। परीक्षा-सम्बन्धी कार्यों में उन्होंने कभी आलस्य नहीं किया। हमारे समय में प्रश्नपत्र विश्व-विद्यालय प्रांगण में स्थित प्रेस में प्रति दिन छपा करते थे। जिस रोज जो प्रश्नपत्र होता था उस रोज विषय के प्राध्यापक को कभी चार बजे, कभी पांच बजे प्रातः प्रेस में पत्रों का प्रूफ और छपाई का निरीक्षण करने आमंत्रित किया जाता था। उमावरजी समय के पूर्व ही लिफाफे लेकर प्रेस के दरवाजे पर हाजिर रहते। यदि हम में से कोई दस-पांच मिनिट विलम्ब से पहुंचता तो मीठी चुटके काटे बिना न रहते। अतः हम भी यह प्रयत्न करते कि उनके पहुंचने के पूर्व ही प्रेस में पहुंच जायँ। हमें प्रेस में साढ़े दस बजे तक, जब प्रश्नपत्र परीक्षा-हाल तथा कक्षों में बँट जाते और आधा घंटा बीत जाता तब प्रेस के बन्द दरवाजों से निकल पाते थे। विश्वविद्यालय से प्रश्नपत्र फूटने की कोई घटना नहीं घटती थी।

नागपुर विश्वविद्यालय कान्वोकेशन में प्रधान अतिथि के रूप में देश के चोटी के नेताओं और शिक्षाशास्त्रियों को आमंत्रित करने में सफल होते थे। पण्डित जवाहरलाल नेहरू, वल्लभभाई पटेल, श्रीमती विजयालक्ष्मी पण्डित, राजगोपालाचार्य, राधाकृष्णन, चेस्टर बाऊल्स आदि के उद्‌बोधक भाषण हुआ करते थे।

नागपुर विश्वविद्यालय ने कई बातों में पहल की है। कान्वोकेशन का प्रारम्भ संस्कृत भाषा के प्रयोग से होता था। इसी प्रकार प्रान्त की हिन्दी और मराठी भाषाओं को माध्यम बनाने में भी उसने पहल की है। उसने शासन की सहायता से डाक्टर रघुवीर को आमंत्रित कर हिन्दी-मराठी में विज्ञान की इण्टरमीजिएट तक की पाठ्य-पुस्तकें तयार कराई थीं। महाराष्ट्र प्रांत बन जाने के उपरान्त भी विद्यापीठ ने मराठी के साथ साथ हिन्दी माध्यम को जारी रखा है जो उसकी राष्ट्रीय एकता सम्बन्धी नीति का अनुकरणीय उदाहरण है। मेरा अनुमान है कि नागपुर विश्वविद्यालय देश का पहला विश्वविद्यालय है जिसनें प्राइव्हेट कॉलेजों के अध्यापकों की सेवा-सुरक्षा की दृष्टि से 'कॉलेज कोड' लागू करने में सख्ती बरती है। नागपुर-विश्वविद्यालय में अनेक सांस्कृतिक हिन्दी मराठी के कार्यक्रम होते रहे हैं। उसकी हिन्दी समिति के तत्वावधान में जब अखिल भारतीय कवि सम्मेलन होते थे तो मुख्यमंत्री सहित अन्य साहित्य मंत्री भी उपस्थित रहते थे। एक बार जब 'बच्चन' को आमंत्रित किया गया था तब देश के अन्य प्रसिद्ध कवियों के साथ राजपाल भवन में उनका स्वागत सत्कार भी किया गया था। सन् १९५५ में विश्वविद्यालय ने बड़े उत्साह के साथ अखिल देशीय हिन्दी प्राध्यापक परिषद का अधिवेशन किया था, जिसके अध्यक्ष हिन्दी के मूर्धन्य विद्वान डॉ. हजारी प्रसाद द्विवेदी थे। विश्वविद्यालय का रामायण-मंडल भी प्रतिवर्ष अपना वार्षिकोत्सव भी बड़े उत्साह के साथ् मनाता रहा है जिसमें साहित्यप्रेमी प्राध्यापक और कुलगुरु भी यदाकदा भाग लेते रहे हैं।

नागपुर विश्वविद्यालय के विभाग प्रमुखों में महामहोपाध्याय वि. वि. मिराशी, डॉ. हिरालाल जैन क्रमशः पुरातत्व और इतिहास तथा प्राकृत पाली के अन्तर्राष्ट्रीय ख्याति प्राप्त विद्वान थे। इनके अतिरिक्त राजनीति-विभाग में आशीर्वादम् की भी अन्तर्राष्ट्रीय ख्याति रही है। यों प्रत्येक विषय के विभाग प्रमुखों की नियुक्ति के समय उनकी ख्याति पर ध्यान रखा जाता था, जिस से विभाग गौरवान्वित होता था। विभाग प्रमुखों में परस्पर सहयोग और स्नेहभाव रहता था।

नागपुर विश्वविद्यालय अपनी स्वर्णजयंती मना रहा है, उसकी कीर्ति स्वर्ण के समान ही दैदीप्तमान हो, यह कामना है।



[Dhabe, S. W., b. 1920; Leading Advocate. Connected with Nagpur University since 1963 as a member of the Executive Council; Vice-President, All India INTUC and President of Maharashtra INTUC and associated with many Trade Unions; Educational and Sports organisations and Chairman, Grievance Committee.]

Educational Unrest and University Legislation

— S. W. Dhabe

The Bill for uniform University Law in the Maharashtra State is under consideration of the Maharashtra Legislative Assembly and it has been referred to the Joint Selection Committee for soliciting public opinion. The Nagpur University Act, 1963, at present provides for the governance of Nagpur University and Section 4 of the said Act gives the powers and duties of the University, the main duty being to provide for instructions, teaching and training in such branches of Learning and the courses of study as it may think fit and to make provision for research and for the advancement and dessemination of knowledge. It has replaced the earlier Act of the University of 1923.

Unfortunately, the University legislation does not provide for the machinery to redress the grievances of teaching staff and the employees, like the machinery provided in Industrial Disputes Act, 1947, or Bombay Industrial Relations Act, 1946. Only provision referable in this connection is Section 53 of the Nagpur University Act, 1963, which provides that any dispute arising out of a contract between the University and any officer or teacher of the University, shall on the request of officer or teacher concerned be referred to a Tribunal of Arbitration. That Tribunal of Arbitration is governed by the provisions of Indian Arbitration Act, 1940. This provision obviously does not apply to the non-teaching staff of the University or to the teaching or non-teaching staff of the affiliated colleges and recognised institutions. Under Section 10 of the Industrial Disputes Act or under Section 73 of the Bombay Industrial Relations Act, 1946, State Government has been authorised to refer to Labour Court or Industrial Tribunal any dispute between employer and employee if there is serious hardship or industrial unrest or it is necessary in the public interest to do so. Under the provisions of this Act and specially under Section 78 of the State Act (B. I. R. Act) any employee who has been dismissed from service or terminated has a right to challenge the propriety or legality of that order by making an application to Labour Court. The Labour Court is empowered to reinstate the employee and order the payment of back wages or in lieu of reinstatement, compensation to the extent of Rs. 4,000-00 regarding the loss of employment and possibility of getting suitable employment thereafter. In the State Law, there is also provision for filing an

appeal against the order of the Labour Court to the Industrial Court of Maharashtra.

Education not an 'Industry' :

The Labour Courts, Industrial Tribunals and Labour Appellate Tribunal took a view in earlier decisions that teachers working in the schools run by industrial establishments are workmen within the meaning of the definition 'workman' given in Industrial Disputes Act, 1947, hereafter referred to as Labour Legislation. Subsequently it was held that they are not workmen and only non-teaching staff is entitled to protection of the Labour legislation. This protection was also taken away with the decision of the Supreme Court in Delhi University Case (University of Delhi and another Vs. Ramnath & Others A. I. R., 1963 — Supreme Court, 1873). The material portion of the judgement is in Para 6 which is as follows :—

"Education seeks to build up the personality of the pupil by assisting his physical, intellectual, moral and emotional development. To speak of this educational process in terms of Industry sounds so completely incongruous that the one is not surprised that the Act has deliberately so defined workmen so as to exclude the teachers from its scope. Hence it is clear that any problem connected with teachers and their salaries are outside the purview of the Act, and since the teachers form the sole class of the employees, with whose co-operation education is imparted by educational institutions, their exclusion from the purview of the Act necessarily corroborates the conclusion that education itself is not within its scope."

"It is true that like all educational institutions University of Delhi employs subordinate staff such as peons, clerks, etc. This subordinate staff does the work assigned to it but in the main scheme of imparting education, this subordinate staff plays such a minor, subordinate and insignificant part that it would be unreasonable to allow this work to lend it industrial colour to the principal activity of the University which is imparting education."

Similar decisions are taken by various High Courts in a number of cases such as Brahmo Samaj Education Society Vs. West Bengal College Employees Association & Others, Osmania University Vs. Industrial Tribunal, Hyderabad & Others, Asian Society Employees Union Vs. Asian Society & Others and Assam Rashtrabhasha Prachar Samiti Vs. their Workmen. With these decisions, the educational institutions are excluded from the provisions of Labour Legislation. After these decisions even the Registrar of Trade Unions refused to register the trade unions under Indian Trade Union Act, 1926 and therefore now the legal position is, that even trade unions of educational employees cannot be formed in this land. The employees are, therefore, deprived of the elementary rights of forming trade union organisations. Unlike India, in many other countries, the staff of the educational institutions are entitled to protection of labour legislation and register trade unions under the Trade Union Law.

Grievance Machinery :

Under the University Law, the University authorities are authorised to lay down scales of pay and conditions of employment of members of the teaching and non-teaching staff in affiliated colleges and recognised institutions. Under this provision, the College Code Ordinance has been enacted. Under Clause 52 of this Ordinance, any teacher aggrieved by the decision of the Governing Body of the College has a right to send his representation to the Executive Council and the decision of the Executive Council is made final. There is no provision for the non-teaching staff of affiliated colleges to send such representation. However, Nagpur University has taken steps to frame statute for conditions of employment of non-teaching staff. The Statute is called the 'Nagpur University Service & Conditions of Employment Statute for Non-Teaching Staff in the Affiliated Colleges & Recognised Institutions". This statute has come into force from 1970 and the appeals are provided to the Governing Body or Foundation Society in case of employees in category of Class III and Class IV while a person in Class II category is given the right of appeal against his termination or dismissal to the Executive Council of the University. There is also an Ordinance called 'Nagpur University Service & Conditions of Employment Ordinance, 1967' and it governs the service conditions of the employees working in the Nagpur University. Recently, on the lines of College Code this year the University has framed an Ordinance prescribing the service conditions of teaching staff working in the University. The large number of grievances are received every year and they are being dealt with by a Standing Grievance Committee for the teaching staff of the affiliated colleges and the staff of the University. Nearly 150 representations are received every year relating to non-payment of summer vacation salary, reversions, proper

fixation of pay-scales and termination of employment. Against the decisions of the University the writ petitions are also filed in the High Court and in the last six years during 1968 to 1973, 121 writ petitions were filed mainly by the employees and teachers and some by students against the University. Though many of them are dismissed rate of litigation has increased and University it put to great cost. The cases are also filed in Civil Courts even on flimsy grievances and sometimes Civil Courts pass ex-parte orders of injunction, compelling the University authorities about admission of students to University Examinations and such other matters. Because of the provisions under the Indian Constitution giving right to every citizen to seek redress against any decision, large number of writ petitions under Articles 226 and 227 are filed and there is large scope for interference in the academic decisions of the University or in the matter of discipline.

This question has been dealt with by the Education Commission popularly known as 'Kothari Commission' under the Chapter of 'Governance of University'. Its findings are (1) the considerable number of increase in the law suits filed against the University in recent years, is mainly due to a change in social attitude. In the past, one avoided going to a Court of Law as far as possible. But now the pendulum seems to have swung to the other extreme. A student who is punished for violating the University rules and discipline or is found copying in the examination takes recourse to a Law Court almost as his first choice; so does a teacher, who is sought to be removed from working against the interests of the University or for a serious neglect of his duty. (2) In large number of cases, the decisions of the Courts has gone in favour of the Universities. But inspite of the ultimate judgement in their favour, the stay order and other preliminary proceedings which the Courts have inevitably to take in such cases, have generally involved expenditure of time and money and proves irksome to the University authorities. According to the Commission, this is a very difficult problem to which there is no easy solution. It has suggested therefore that grievances of individuals should be satisfactorily settled in most cases within the system itself and temptation to go to Courts of Law should be minimised. It has also suggested that the Govt. of India may approach the Supreme Court with a request to review the trends seen in the recent decisions of the Courts in cases relating to Universities and educational institutions and to consider the desirability of framing a suitable policy in this behalf which would help the maintenance of University autonomy and the development of higher education.

Educational Unrest on Increase :

In the recent years, educational unrest is on the increase. Morchas, Hartal, Gherao of the Vice-Chancellor and other officers by the University employees, teachers and students are the order of the day. Agitations have not subsided in these temples of learning. Therefore, such problems cannot be treated as merely problems of Law and order. There are many genuine grievances. Many times, the University authorities make delay in taking decisions and agitations are also politically motivated. Trade Union Organisations have come to stay in this country whether of teachers or any other section of employees. Any authority which does not look to this writing on the wall will do so at its own peril. It is, therefore, necessary to provide a self-contained machinery for solving the grievances of employees and also providing a forum where employees can go against the decisions of the University and get suitable relief. Recently, the staff of the University of Bombay had gone on one-day strike demanding the application of Industrial Disputes Act, 1947, to the University Staff and making provisions for the same in the new Industrial Relations Law. For the trade Unions today, there is a code of discipline and observance of the same is made a condition precedent for recognition of any trade union. It provides that no union can go on strike without exhausting other remedies and also follow a code of discipline in its agitation. No Law relating to Universities hereafter is going to be successful unless it takes note of these human problems and employer's and employees' relations. I, therefore, suggest that in the new University Law, there should be provisions prescribing a forum for quick decision of employees' problems and remedies against arbitrary termination and dismissal by College Managements. Grievance machinery provided by Nagpur University can be a model for the same. It has recently provided a Consultative Council which discusses the problems of employees and makes recommendations to the Managing Committee of College or Executive Council. It consists of equal representatives of employees and management : four each.

Directive principles have been given a place of pride in our Constitution. It provides decent conditions of work and employment to every citizen within the Indian Union. It goes without saying that no organisation or machinery or establishment is going to succeed in

attaining its objectives which does not take care of employees working therein. I, therefore, request the educational authorities and Government to take note of modern trends of trade union movement in the teaching and non-teaching staff of the Universities and Colleges and take appropriate steps to channelise the educational unrest so as to make educational institutions effective instrument of transformation of our society. These are the challenging tasks in the field of Education and solutions will have to be found by all concerned.

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University and its Problems

—G. J. Agrawal

Universities in India now-a-days are facing formidable problems of multifarious nature. The Universities have perforce to cater to the needs of overwhelming population of India with the result that though the development of higher education in the country has advanced quantitatively, its qualitative content is yet most unsatisfactory. The Universities are pressurised from all sides, because of the very complex nature of our country. Our country is poor, backward, underdeveloped, over-populated and educationally much behind the advanced western countries.

2. The Universities in India are generally both teaching and affiliating because of the above mentioned peculiar characteristics of the country. The area and population that has to be catered by a particular University is so vast that it becomes practically unmanageable for the Universities to cope with the increasing number of students and institutions. Universities have to affiliate colleges in far-flung mofussil areas to cater to the needs of educationally backward people and provide facilities of higher education in backward regions, with the result that the Universities are left with very meagre financial resources and academic talent to look to and efficiently manage Post-Graduate Teaching Departments under their charge. The main source of income of the Universities is through examination fees (particularly for affiliating Universities) and tuition fees from a very small number of Post-Graduate students in their teaching departments. For the rest of the finances the Universities have to depend solely on grants either from the State or Central Government through the University Grants Commission. Even U. G. C. provides for First Five Years limited grants for teaching posts, some equipment and partly for building. Thereafter the State Governments have to take over the responsibility for continuance of those courses. A University lacks funds for other ancilliary expenses, specially so when dearness allowance and prices of various commodities are rising day by day. If the Universities are expected to improve academic standards they have to be provided with sufficient and adequate funds to meet their legitimate requirements. Of course, the donors have a right to see that the Universities maintain financial discipline so that their meagre contributions may not be squandered away.

3. Our country is a conservative and traditionalist country where traditionally learning and any object concerned with learning is worshipped. But unfortunately that traditional worship of learning is fast vanishing, thanks to the lack of intellectual honesty and crisis of character prevalent in the country as a whole.

4. Numerous Committees and many Commissions have given thought to improve the educational system

in the country but the suggestions and recommendations which are well meant suffer from lack of implementation. The courses of studies are outdated; examination system is faulty and there is no motivation in the students. If educational system is to be improved well thought out concrete steps have to be boldly enunciated and implemented so that the country may be blessed with intellectual renaissance, which is the prime need of the hour.

5. The Universities should be free from all sorts of interferences so that they may concentrate on their academic pursuits. There ought not to be political interference; nor should there be teacher-politicians. There is a tendency on the part of the Government to enact University Acts which mainly distrusts the academic community and gives many handles to the bureaucrats to interfere in the affairs of the University. It is very necessary to constitute a higher power academic body that will supervise the functioning of the Universities, strictly from the academic point of view. The National interests also require that the common man and the real representatives of the people are well balanced in the different authorities of the University with the academic community so that the Universities may give suitable response to the social change that is creeping over the country.

6. It is paradoxical in our country that while judiciary is very sensitive to retain its independence it at times is over enthusiastic to interfere in the affairs of the University, though the Supreme Court of India and many of the highest judicial authorities of various Western countries have time and again given their considered opinion that while considering cases against the Universities the Courts should be very cautious and Universities should not be put at par with an ordinary litigant. It has been held by the Supreme Court in Ramnath's case that the Court should not interfere in matters like disciplinary action against the students, appointment and termination of teachers, etc. which are exclusively within the domestic jurisdiction of the University unless malafides are proved against the University. It is very necessary to evolve a system whereby Universities will be spared unnecessary wastage of time and money in avoidable litigation.

7. Since the beginning of the sixties practically the whole of the last decade of the twentieth century saw unprecedented upsurge of student movements, agitations and lawlessness in University campuses. Whatever may be the immediate causes of student unrest the long range socio-economic and political factors which build up the tensions are alarming. A discerning mind will see that agitations are sparked off by political events, economic conditions and communal and sectarian fanaticism. These agitations have vitiated the academic atmosphere in many of the Universities of the country. The students alone are not to be blamed for such ugly scenes. The society has failed to create that congenial atmosphere for the students which inspired respect for learning, authority and order in earlier days. The youths of the country are completely frustrated with the spectre of unemployment before them. The defective curriculum, sub-standard teaching, lack of teaching apparatus and with the surrounding polluted atmosphere, the students are detracted towards violence and actions that they should not do because of desperation. It is necessary, to get students involvement and participation at suitable levels in the system of education with special emphasis in the process of learning. It is the duty of all concerned — the Government, the intelligentsia, the society to see that if we desire to stand up on our own legs, as a nation in the comity of nations, all should make a joint endeavour to root out the basic faults and inspire sense of confidence in the young minds by our dedicated efforts.

नागपूर विद्यापीठातील

महाविद्यालयीन नाट्यसृष्टी व नाट्यदृष्टी

--प्रा. मनोहर रोकडे
(धनवटे नॅशनल कॉलेज, नागपूर)

एक अवलोकन :

विद्यापीठातील शिक्षणशाखांत असलेली अभ्यासक्रमांची विविधता व व्यापकता यांवरून विद्यापीठाच्या शैक्षणिक स्तराचे मूल्यमापन होत असते; तर कला व क्रीडा या क्षेत्रांतील नैपुण्यावरून सांस्कृतिक उंचीचे मूल्यमापन ठरत असते. म्हणूनच कलेच्या संदर्भात महाविद्यालयीन नाटचसृष्टीचा व नाटचदृष्टीचा विचार जिव्हाळ्याचा आणि अपरिहार्य ठरावा हे अगदी उघड आहे.

आज शिक्षणाचा प्रसार वेगाने वाढत आहे आणि सर्वच स्तरांतील मुले-मुली ज्ञानगंगेत पावन होण्याची आकांक्षा बाळगून आहेत. पण शिक्षणाबरोबर संस्कारातही काही बदल होणे आवश्यक असते, तसे ते अजून झालेले नाहीत. 'पानी', 'मानूस', 'आनि' असे उच्चार काही विद्यार्थ्यांच्या जन्मापासूनच त्यांच्यावर संस्कारित झालेले हे उच्चार-संस्कार केवळ पुस्तक-शिकवणीतून बदलत नाहीत. त्यासाठी त्यांच्या वाणीवर सतत संस्कार व्हायला हवेत. असे संस्कार नाटकातून होऊ शकतात -- झालेले मी अनुभवले आहेत. ती मुले नाटकात भूमिका करू लागली आणि त्यातूनच 'पाणी, माणूस, आणि' असे उच्चार करायला शिकली. एक विद्यार्थी तर स्पष्टच म्हणाला, 'सर! नाटकाच्या तालमीनं आम्हांला मानसांतून माणसांत आणलं!'

अशी ही मुले शिक्षण घेऊन सुशिक्षित होतीलही. पण नाटक ही सुसंस्कृत करणारी एक बहुमोल पाठशाळा आहे. केवळ पुस्तकी ज्ञानाने संस्कृती घडत नसते. संस्कृतीचा खरा आधार असतो कला आणि वाङ्मय! -- त्यातही नाटचकला विशेष महत्त्वाची. म्हणूनच महाविद्यालयीन नाटचसृष्टीचा व नाटचदृष्टीचा सखोल विचार हा उदयमान पिढीच्या सामाजिक व सांस्कृतिक इतिहासाचा विचार ठरतो.

नव्या पिढीची सांस्कृतिक परंपरा, सामाजिक वळण, समतोल व्यक्तिमत्वाची घडण यांसाठी जाणीवपूर्वक सतत परिश्रम घेण्याची व त्यासाठी नाटचासारख्या कलांची निष्ठेने जोपासना करण्याची आज निश्चित गरज आहे.

विद्यापीठीय स्तरावर महाविद्यालयीन नाटचसृष्टीबद्दल आज कांहीसे औदासिन्य दिसत असले तरी विद्यार्थीक्षेत्रात तीबद्दल केवढा अतूट जिव्हाळा आहे, याचे चित्र प्रत्येक महाविद्यालयातून दिसून येते. विद्यापीठाच्या सुवर्णमहोत्सवात एकांकिकांची स्पर्धा विद्यापीठाने आयोजित केली होती त्यावेळी विद्यार्थ्यांचे नाटचसंदर्भात इतके विविध उन्मेष उत्स्फूर्तपणे फुलून आलेत की केवळ नागपूर-भंडारा गटातून सव्वीस एकांकिकांच्या प्रवेशप्रत्रिका दाखल झाल्या.

वास्तविक, इतर व्यावसायिक नाटचमंडळांपेक्षाही महाविद्यालयीन नाटकांचा स्तर अधिक उंच असणे किती स्वाभाविक ठरते! कारण इतर मंडळे नाटकांचा विचार आर्थिक दृष्टीने करणारी असतात. पण महाविद्यालयात नाटचकलेचा विचार होतो तो सामाजिक, वैचारिक व वाङ्मयीन दृष्टीने. महाविद्यालयातील मुले आणि विशेषत: कला शाखेतील मुले गडकरी, कोल्हटकर, खाडिलकर प्रभृती नाटककारांचा वाङ्मयीन अभ्यास करणारी, निदान परीक्षेत उत्तीर्ण होण्यासाठी तरी साहित्याचे रसग्रहण करण्याची दृष्टी लाभलेली अशी असतात. हा अभ्यास इतर मंडळांना कुठे आवश्यक असतो? अर्थातच वाङ्मयाचे अभ्यासक म्हणून नाटचप्रयोग सादर करतांना महाविद्यालयाची दृष्टी इतरांहून वेगळी - थोडचा उंच पातळीवरची असणे अगदी स्वाभाविक असते. म्हणूनच 'गिधाडे', 'अवध्य', 'सखाराम बाइंडर' ही नाटके महाविद्यालयीन परिसरात टाकाऊ ठरतात.

आणखी एक महत्त्वाचा विचार. महाराष्ट्र राज्य सरकार दरवर्षी नाट्यमहोत्सव साजरा करते. त्या महोत्सवात विदर्भात एकूण साधारणपणे वीसपंचवीस प्रयोग सादर केले जातात. पण कुठलीही स्पर्धा नसताना, प्रत्येक महाविद्यालयातून स्नेहसंमेलनात नाटकाचा प्रयोग हटकून होतोच आणि निदान पाऊणशे तरी प्रयोग स्नेहसंमेलनाच्या निमित्ताने दरवर्षी विद्यापीठ-क्षेत्रात सादर केले जातात. याचा अर्थ दरवर्षी नागपूर विद्यापीठाच्या अनामिक नाट्य-महोत्सवात पाऊणशे नाट्यप्रयोग सहजपणे साकार होत राहतात. नागपूर विद्यापीठाचा हा नाट्यमहोत्सव एवढा अखंड आणि प्रचंड असूनही तो अजून रूपहीन आणि रंगहीन राहावा याची खंत आहे.

विद्यापीठाने क्रीडाक्षेत्रात एक परंपरा जोपासली आहे. क्रिकेटचेच उदाहरण घेतल्यास हे स्पष्ट होऊ शकेल. क्रिकेटचे आंतर-महाविद्यालयीन सामने घडवून आणणे, अंतिम स्पर्धेत प्रेक्षकांच्या सोयीसाठी महाविद्यालयात वर्ग सकाळी भरवणे, परिश्रमपूर्वक त्या क्षेत्राकडे लक्ष देणे हे सारे काही विद्यापीठ करीत आले आहे. नाट्यकला मात्र या दृष्टीने उपेक्षित राहिली आहे.

तरीही महाराष्ट्राची नाट्यरसिकता महाविद्यालयांनी जेवढी जागती आणि जिवंत ठेवली आहे तेवढी ती क्वचितच कुणी राखली असेल. कारण एक गोष्ट निर्विवाद आहे की चित्रपटांचा फुकट कार्यक्रम सरकारकडून उपलब्ध होत असतानाही आजवर कोणत्याही महाविद्यालयाने चित्रपट प्रदर्शनाचा कार्यक्रम स्नेहसंमेलनात आयोजित केला नाही आणि नाटकाचा प्रयोग सादर केल्यावाचून कोणतेही स्नेहसंमेलन झाले नाही.

म्हणूनच विद्यापीठात नाट्यकलेसाठी एखादी 'फॅकल्टी' (शाखा) असणे, एखादी 'चेअर' (अध्यासन) असणे अत्यंत अगत्याचे ठरत आहे. विद्यापीठात क्रीडासमिती क्रीडाक्षेत्रासाठी खास निर्माण केली गेली आहे. तशी कला समिती किंवा नाट्यसमितीचीही गरज आहे. खेळांच्या स्पर्धा घडवून आणण्यात विद्यापीठ पुढाकार घेते तशा स्पर्धा नाट्य व इतर कलांच्या संदर्भात होणे आज अत्यावश्यक आहे. खेळातील प्राविण्य हा जेवढा अभिमानाचा टेवा तेवढाच तो कलेच्याही क्षेत्रात ठरू शकतो हे आता नाकारता येणे शक्य नाही.

महाविद्यालयीन नाट्यदृष्टी :

नाट्यप्रयोग सादर करताना महाविद्यालयांची एक विवक्षित दृष्टी असते व तिची जाण व्हावी इतकी ती स्पष्ट दिसते. बहुतेक सर्वच महाविद्यालयांत स्नेहसंमेलनप्रसंगी महाराष्ट्रात व्यावसायिकांनी गाजवलेल्या प्रयोगांचीच निवड होत असते. त्यातही अलीकडच्या काळात जी नाटके गाजली असतील त्यांचीच निवड करण्याचा कल प्रामुख्याने दिसून येतो. खाडिलकर, गडकरी, देवल प्रभृतींच्या नाटकांचे प्रयोग फारच कमी प्रमाणात सादर केले जातात. पंधरा वर्षांपूर्वी मो. ग. रांगणेकरांची नाटके महाविद्यालयातून आघाडीवर होती. नंतर पु. ल. देशपांडे आणि वसंत कानेटकर (विशेषतः 'प्रेमा तुझा रंग कसा') यांची नाटके मोठ्या प्रमाणात महाविद्यालयांच्या रंगमंचावर विजय, तेंडुलकरांची नाटके त्यामानाने बरीच कमी सादर केली गेली. सर्वाधिक प्रयोग जर कुणाच्या नाटकाचे झाले असतील तर ते आचार्य प्र. के. अत्रे यांच्या नाटकांचे. आचार्यांची नाटके पूर्वीही प्रचंड प्रमाणात महाविद्यालयांतून होत असत आणि आजही होत आहेत. महाविद्यालयाच्या दृष्टीने अत्र्यांइतका यशस्वी नाटककार दुसरा कोणताही नाही.

याचे कारण असे की महाविद्यालयातून विनोदी नाटकच सादर केले जावे यावर भर दिला जातो. स्नेहसंमेलनात गंभीर नाटकाऐवजी विनोदी नाटके अधिक यशस्वी होतात याचे कारण इतरांपेक्षा महाविद्यालयांचे विश्वच वेगळे असते हे होय. गंभीर नाटक ऐकून घ्यायला स्नेहसंमेलनाच्या खेळकर वातावरणात तरुणांचे मन तयार नसते, त्यामुळे गंभीर नाटक ऐकण्याच्या मनःस्थितीत नसलेला हा तरुण शिट्या, आवाज यांचा प्रचंड धुमाकूळ घालतो आणि कित्येकदा त्यामुळे नाटक पडते व नाटकाचा पडदाही पडतो. गंभीर नाटक समजून घ्यायला जी वातावरण-निर्मिती व्हायला हवी ती स्नेहसंमेलनात होऊ शकत नाही. महाविद्यालयातील हे वातावरण लक्षात घेता विनोदी नाटकांचीच निवड स्नेहसंमेलनात कां व्हावी याचे मर्म सहज लक्षात येते. म्हणून या पद्धतीची फार्सिकल नाटके—मग ती श्याम फडकेंची असोत अथवा प्रा. रोकडे यांची 'भले मिळाले व्याही' किंवा 'एक राणी तीन गुलाम' असो, महाविद्यालयात प्रयोगाच्या दृष्टीने बरेचदा निवडली जातात. या वातावरणातून बाहेर पडताच हाच तरुण गंभीर नाटकांचा भोक्ता आहे हेही लक्षात येते कारण इतरत्र व स्पर्धेमध्ये तो गंभीर नाटकाला मार्मिक अशी दाद देताना आढळतो.

ही महाविद्यालयीन नाट्यदृष्टी व त्यामागील प्रवृत्ती लक्षात घेता प्रायोगिकतेच्या दृष्टीचा महाविद्यालयात अभाव कां जाणवतो ते आपोआप स्पष्ट होते. प्रायोगिक रंगभूमीसाठी जीवनाचा गांभिर्याने विचार करायला लावणारे वातावरण प्रेक्षागृहात निर्माण व्हायला हवे असते. नाटक म्हणजे केवळ करमणूक नव्हे तर मानवी जाणिवांच्या कक्षा विस्तारणारे ते एक जीवनावश्यक अंग आहे याची जाण घेऊन आलेले प्रेक्षकच प्रायोगिक नाटकांचा स्वीकार करू शकतात. महाविद्यालयात असे वातावरण निर्माण होणे सहज शक्य आहे—आवश्यकही आहे. पण आज मात्र ते झालेले नाही ही वस्तुस्थिती आहे.

हे वातावरण निर्माण होऊ शकते असे म्हणण्याला आधार आहे. नागपूरच्या रा. धनवटे महाविद्यालयाने स्वातंत्र्य दिनी मुक्तांगण स्वरूपात एक नाटक सादर केले आणि विद्यार्थ्यांनी ते उचलून धरले. प्राध्यापकांनीही या नावीन्याचे कौतुक केले. इतर कांही प्राध्यापकांना या नवीनतेचा स्वीकार रुचला नाही. पण वाङ्मयाचा जिथे साक्षेपाने अभ्यास केला जातो तिथे ही अरुची फार काळ टिकणे शक्य नाही. निदान प्रायोगिकतेच्या काळात तरी ती टिकणार नाही.

महाविद्यालयीन नाटचसृष्टी :

महाविद्यालयीन नाटचसृष्टीत अनेक रंग एकवटले आहेत. एकतर, अभ्यास सांभाळून नाटकाचा व्याप विद्यार्थ्यांना सांभाळावा लागतो. परिणामत: कमीतकमी तालमींत बसणारे नाटक, म्हणजेच हलके फुलके नाटक त्यांना हवे असते. त्यामुळेच ह्या सृष्टीत अवजड, अवघड, प्रायोगिक व विचारप्रधान नाटकांना फारसे स्थान मिळत नाही.

शिवाय नाटकात काम करण्याची हौस अनेकांना असते. पण कला म्हणून नाटकाकडे पाहण्याची व त्याकरिता परिश्रम पत्करण्याची मात्र त्यांची तयारी नसते. नाटकात आपणही भूमिका केली हे दाखवण्याचा त्यांचा हेतू प्रधान असल्यामुळे त्यांच्या अभिनयात समज कमी आणि उथळपणा जास्त राहतो.

याही परिस्थितीत काही कलाकार आपण मेहनत घेऊन तयार केले तरी त्यांचा कायम उपयोग होत नाही. कारण त्यांना कलावंत म्हणून तयार करायला दोन तीन वर्षे खर्ची घालावी लागतात आणि मग ते तयार होतात न होतात तोच पदवी घेऊन ते महाविद्यालयाच्या बाहेर पडतात. पुन्हा नव्या पोरांना हाती घेऊन नव्यापासून सुरुवात करावी लागते. अर्थात एवढी तयारी करून देणे हेच महाविद्यालयाचे खरे कार्य असल्यामुळे तेवढे जरी साधले तरी इच्छित ध्येय गाठल्याचे समाधान निश्चित मिळू शकते.

महाविद्यालयीन नाटचसृष्टीत सगळचात जीवघेणी गोष्ट कोणती असेल तर ती स्त्री-पात्रांची. बहुतेक पालक आपल्या मुलींना नाटकात भूमिका करू द्यायला नकार देतात. त्यामुळे कमीतकमी स्त्री-पात्रे ही नाटच-निवडीत प्रधान दृष्टी बनते व त्यानुसार नाटकांची निवड केली जाते. नागपूरसारख्या शहरातदेखील महाविद्यालयीन नाटकांसाठी इतर मुलींना नाटचप्रयोगाच्या भूमिकेकरिता आणावे लागते, तिथे ग्रामीण विभागाची गोष्टच सोडा. ग्रामीण महाविद्यालयात नाटचप्रयोग होत नाहीत या मागे हेही तेवढेच महत्वाचे कारण आहे.

ग्रामीण विभागात नाटकांकरिता शहरातील स्त्री-कलावंत विद्यापीठाने काही तरतूद करून पाठवणे योग्य होईल. विद्यार्थिनींना सवलती देणे, महाविद्यालयाकडून काही सोयी उपलब्ध होणे, या समाजसेवेची जाणीवपूर्वक दखल घेतली जाते व भवितव्यात त्याचा आपल्या जीवनाशी संबंध येतो याची कल्पना जर विद्यार्थिनींना आली तर हे कार्य सुलभ होऊ शकेल.

महाविद्यालयीन नाटचसृष्टीत अजून अश्लीलता उतरली नाही ही एक जमेची बाजू. 'गिधाडे', 'सखाराम बाइंडर' ही नाटके तर महाविद्यालयात होत नाहीतच पण अत्र्यांचीही विनोदी नाटके त्यातील तथाकथित ग्राम्य भाग गाळूनच सादर केली जातात. म्हणजे या नाटचसृष्टीचे वैशिष्टय थोडक्यात असे सांगता येईल की सामान्यत: विद्यार्थीजीवन ज्यात रंगविले असेल आणि जे नाटक हलके फुलके, प्रयोगाला सोपे, विनोदी आणि मुख्यत: कमी स्त्री पात्रे असलेले असे असेल त्याचीच मागणी अधिक असते.

पण अलीकडच्या काळात ही सृष्टी नवे वळण घेऊ लागली आहे. त्या वळणाचे स्वागत करायला हवे इतके ते निकोप आहे. 'इति अशांति', 'वाजे पाऊल आपुले,' 'अश्रूंची झाली फुले,' 'तो मी नव्हेच' अशा दमदार नाटकांचे प्रयोगामागून प्रयोग महाविद्यालयात होत आहेत. याचा अर्थ महाविद्यालयीन नाटचसृष्टीची वाटचाल विनोदाकडून विचाराकडे होऊ लागली आहे. विनोदी नाटककारांची नाटके केवळ त्यांच्या नावावर घेण्याची आजवरची प्रथा मोडू पाहत आहे आणि नाटककार नव्हे तर आता नाटक निवडले जात आहे. हा पायंडा खरोखरच बहुमोलाचा म्हणावा लागेल. कारण तो निश्चितपणे विकासाचा टप्पा आहे. "राष्ट्रीयत्वाच्या भावना जोपासणारी नाटके आम्हाला हवीत, केवळ फार्स नको" असे बोलणारे काही विद्यार्थी मला भेटलेत तेव्हा महाविद्यालयीन नाटचसृष्टीत अरुणोदय होत असल्याची मला चाहूल लागली.

महाविद्यालयीन नाटचमंडळ हे काही खास नाटचमंडळ नसते. त्यामुळे नाटकात भूमिका मिळाली तरच विद्यार्थी येतात एरवी त्यांचे नाटकाशी नातेच संपून जाते. एकदा कुणी काम केले की दुसऱ्या वेळेला जणू त्याचा हक्कच प्रस्थापित होतो आणि नायकाच्या भूमिकेशिवाय आपण कुठलीही दुसरी भूमिका करणार नाही असे तो बजावून सांगतो. ज्याला नाटकात भूमिका मिळाली नाही तो सरळसरळ आपल्यावर अन्याय केल्याचा आरोप करतो. अशा कृत्यामागे प्राध्यापक हा पक्षपाती असल्यामुळे किंवा आपल्याशी त्याचे भांडण असल्यामुळे हा अन्याय जाणून बूजून केला गेला आहे असाही आरोप तो करायला मागेपुढे पाहात नाही. पुढे प्रयोगाच्या दिवशी याचा सूड घेण्यात तो सारखा प्रयत्नशील राहतो. कारण नाटक पाडणे एवढेच त्याचे यापुढचे कार्य असते. म्हणून या सृष्टीत नाटकाकरिता कलावंत म्हणून निवड करीत असताना प्रत्येक 'ग्रूप'चे प्रतिनिधित्व येईल अशी दक्षता घ्यावी लागते. अमक्याला घेतले नाही तर आम्ही नाटक होऊ देणार नाही अशा धमक्याही ऐकाव्या लागतात.

अशी ही महाविद्यालयीन नाटचसृष्टी इतर नाटकमंडळींपेक्षा अनेक दृष्टींनी वेगळी असते – तिची आवडनिवडही वेगळी असते व तिचे प्रश्नही वेगळे असतात.

परिवर्तन :

या दृष्टीने विचार केल्यास महाविद्यालयीन नाटचसृष्टीच्या संदर्भात विद्यापीठाची जबाबदारी फार मोठी आहे. कारण नाटचकलेच्या संवर्धनाने विद्यापीठाला कितीतरी महत्त्वाच्या गोष्टी सहज साधता येणार आहेत. इतरत्र कुठे नाटकाचा परिणाम होवो न होवो पण महाविद्यालयाच्या क्षेत्रात त्याचा परिणाम प्रभावी असतो. कारण

निदान तेवढ्या तरी मुलांच्या भाषेला एक निश्चित व सुंदर वळण मिळते. जीवनाचा विचार ते तेवढ्यापुरता का होईना पण अंतर्मुख होऊन करू लागतात. आणि अजाणताच त्यांच्या व्यक्तिमत्वाला सुडौल येतो. आज सिनेसृष्टीतून अभिवृद्ध होत चाललेली हीन पातळीवरची अनिष्ट अभिरुची नाट्यसंवर्धनाने थांबवता आली नाही तरी इष्ट दिशेने वळवता येईल. मुलामुलींची फॅशन हा न थोपवता येणारा आजचा प्रवाह आहे. महाराष्ट्रीय अभिरुचीला न पेलणारे आजच्या फॅशनचे कपडे नाटकामुळे सौंदर्यपूर्ण बनावेत. उत्तानता व संयम, प्रदर्शन व सौंदर्य, यातील फरक नाट्याविष्कारातून सिद्ध करता येईल व मुलामुलींचा भडकतेकडून सौंदर्याकडे व कलात्मकतेकडे प्रवाह वळवता येईल. फॅशनवेडचा तरुण-तरुणींना आज विकृतीने झपाटले आहे त्या फॅशनमध्ये कलात्मकता आणता येईल.

म्हणूनच विद्यापीठाने क्रीडाक्षेत्रासारखी कलाक्षेत्रासाठीही समिती नेमली पाहिजे, जमलेच तर एक स्वतंत्र शाखा उघडली पाहिजे, नाट्यस्पर्धा आयोजित केल्या पाहिजेत. कारण स्पर्धा हाच त्या त्या क्षेत्रातील उन्नतीचा व गतिमानतेचा मूळ पाया असतो. विद्यापीठाच्या सुवर्ण महोत्सवात पंचवीस नाटके केवळ एका गटातून येतात हे लक्षात घेऊन नाट्यस्पर्धा जर आयोजित केली तर केवढा प्रचंड प्रतिसाद मिळेल हे कुणाच्याही लक्षात यावे. केवळ स्पर्धा होती म्हणून महाविद्यालयांनी विनोदी एकांकिका सादर न करता अग्निकथा, बुटपॉलिश, जनावर अशा गंभीर एकांकिका सादर केल्या हे लक्षात घेण्याजोगे आहे. कारण स्पर्धा ही एक अशी गोष्ट आहे की तीकरिता उत्तमच सादर करावे हे प्रत्येकाची श्रद्धा असते. या श्रद्धेला विकासाकडे वळवून घेण्याचे कौशल्य विद्यापीठाने दाखविले पाहिजे, त्याचा उपयोग करून घेतला पाहिजे.

हळूहळू महाविद्यालयीन नाट्यसृष्टीत व नाट्यदृष्टीत इष्ट परिवर्तन होत आहे आणि ते घडवून आणायला प्रयोग स्पर्धा, नाट्यलेखन स्पर्धा, कलासमिती, या सर्वांचा हातभार लावता येणे शक्य होणार आहे. विद्यापीठाने हा प्रश्न जर जिव्हाळ्याने हाती घेतला तर व्यावसायिकांनी मराठी रंगभूमीला लावलेले अश्लीलतेचे वळण पार पुसले जाऊन नवक्रांतीचा प्रकाश देणारी अभिनव नाट्यसृष्टी निर्माण व्हायला फारसा उशीर लागणार नाही. पण ती सृष्टी सजवायला विद्यापीठाने दृष्टी राखायला हवी.

कारण महाविद्यालयीन नाट्याचा विकास ही उद्याच्या संस्कृतीची घडण आहे.



DARSHAN AND MESSAGE
OF
AVATAR MEHER BABA
IN
Nagpur University : 1944.

— **Dr. Chakradhar D. Deshmukh,**
(Retd. Prof., Nagpur University and Director, Avatar Meher Spiritual Academy, Gokulpeth, Nagpur.)

My long association with Nagpur University both as a student since I joined its College (at that time known as K. E. College, Amravati) in 1924 and as a member of its Professorium since I joined in 1933 its College (at that time known as Morris College) has witnessed many strides of many sided development and incidents that have brought unfading glory to it. On this occasion of its Golden Jubilee it is a pleasure to recall and record one incident which has left indelible and evergreen inspiring memory in the lives of many educationists and constructive social and political workers and members of the Judiciary because of its creative spiritual significance and lasting impetus on the life of the town of Nagpur as well as Nagpur University. It is the visit and the Darshana in the University Convocation Hall by the Incarnation of Silence and radiant world-personality—MEHER BABA.

For Meher Baba's visit to Nagpur in the second week of November, 1944, the Reception Committee which we formed, had as its Chairman Justice M. B. Niyogi, ex-Vice-Chancellor and as its vice-Chairman Justice W.R. Puranik, the then Vice-Chancellor of the Nagpur University. It had among its many illustrious and great persons Khan Bahadur Malak, Advocates N. B. Chandurkar, A. V. Khare, G. S. Padhye (as Sec.) and Principals like M. M. Dr. V. V. Mirashi. Though other Darshans in the township as in Gorakshana Compound with the Bhajan in Meher Baba's presence by Rashtra-Sant Tukdoji Maharaj, Kirtan in his presence by myself in the National College and his reception in Ramkrishna Mission by Shri Bhaskareshwaranda Swamiji had their own share in the uplifting joy of Nagpur Public, the Darshana arranged by the Vice-Chancellor in Nagpur University was unique in its own way, in the academic and educational sphere. Meher Baba was observing his Divine Silence during this visit as ever afterwards till he dropped his mortal coils in 1969. But his inspiring dictated Message was read out by Vice-Chancellor W. R. Puranik and I had the privilege to read its Marathi Translation. All Justices, many Professors, Principals, statesmen and members of free-lance-intelligentia were alert and responsive recipients of the inspiring Message of God-realisation and Truth and Love as well as the energising and uplifting Love-Blessings given by this silent and spiritually radiant global personality. Among the alert and responsive audience were many persons like the present Vice-Chancellor P. S. Mene, ex-Vice-Chancellor and Shri Hidayatulla (who later as Justice of the Supreme Court publicly recalled this glorious occasion). In short, it was a Brahma-Yadnya of Nagpur University.

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G. M. Kulkarni
Principal.

तगाईवर मंजूर केलेले

कृषक मोटर पंपींग सेट

--: (मोनोब्लॉक) :--

खास वैशिष्टचें :--

(१) उत्तम, मजबूत व सुटसुटीत बांधणी.
(२) अति कार्यक्षम व विजेचा खर्च अतिशय कमी.
(३) जास्त हेडवर जास्तीत जास्त पाणी देणारे.
(४) यांत्रिक दोषाकरितां एक वर्षाची गॅरन्टी.

१ ते १० हॉर्सपावर पर्यंत उपलब्ध.

--: निर्माते :--

रुरल इंस्टिटयूट, अमरावती.

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सुवर्ण महोत्सवा निमित्त शुभचिंतन



नागपूर विद्यापीठात मराठीची प्राणप्रतिष्ठा

— सौ. आशा सावदेकर (भवाळकर)
[एम. ए. (मराठी), नागपूर विद्यापीठ].

आजचे नागपूर विद्यापीठाचे वाढते स्वरूप आणि त्यामधील मराठीचा वाढता वेलविस्तार पाहिला म्हणजे उगमस्थानाची कल्पनाही येत नाही. या मराठी विभागाचे आजचे भव्य स्वरूप म्हणजे पायामध्ये दडलेल्या काही पाइकांची करामत आहे. त्यामुळे या नागपूर विद्यापीठाच्या पन्नासाव्या वाढदिवशी त्यांचे स्मरण तरी आज सर्वांना व्हावे हाच या लेखनामागील उद्देश आहे.

एकोणिसाव्या शतकाच्या उत्तरार्धातील परिस्थिती पाहता मराठीच्या दृष्टीने निराशेच्या काळ्याकुट्ट अंधाराशिवाय काहीही दिसत नव्हते. निबंधमालाकारांनी मराठीच्या अनास्थेविरुद्ध लेखणीने प्रहार करून फारसा काळही लोटला नव्हता तरीही मराठीच्या माहेरी म्हणजे पुण्यनगरीतही डेक्कन कॉलेजमध्ये मराठीचा शिरकाव झालेला नव्हता. मुंबई विश्वविद्यालयात मराठीला जागा मिळावी म्हणून सतत प्रयत्न करूनही न्या. मू. महादेव गोविंद रानडे यांना यश मिळायला पन्नास वर्षांचा, अर्ध शतकाचा कालावधी लागला होता. मराठी भाषेचे तेज जणू इंग्रजीभाषाभिमान्यांच्या आणि संस्कृताभिमान्यांच्या थोडयाशा परभाषादास्यप्रवृत्तीमुळे का असेना – लुप्त होऊन गेल्यामुळे मुंबई विद्यापीठात मराठीला मानाचे पान मिळायला अर्धशतक लोटावे लागले.

या परिस्थितीच्या तुलनेने नागपूर विद्यापीठाच्या स्थापनेनंतर अल्पावधीतच मराठीचा प्रवेश होऊन तिला मानाचे स्थान मिळाले. यासाठी ज्यांनी अविरत श्रम घेतले ते मराठीचे दोन पाईक म्हणजे कै. अच्युत सीताराम साठे व कै. नीळकंठ बळवंत ऊर्फ बापूसाहेब भवाळकर हे होत.

नागपूर विद्यापीठाचा कायदा मार्च, १९२३ मध्ये मान्य झाला. अगदी आरंभी देशी भाषांचा प्रवेश इंटरला इंग्रजी विषयामध्येच केवळ २५ मार्कांचा निबंध लिहिण्यापुरताच होता. तेव्हा फक्त स्त्रियांना मात्र संस्कृत ऐवजी मराठी घेण्याची इंटरच्या परीक्षेसाठी परवानगी होती. अशावेळी मराठीचा स्वतंत्रपणे प्रवेश करून देण्याचे श्रेय श्री. साठे व भवाळकर यांना आहे.

त्यावेळी मुंबईप्रमाणे इथेही मराठीला विरोध होताच. परंतु त्यावेळचे विद्यापीठाचे पहिले कुलगुरू सर विपिन कृष्ण बोस यांच्या प्रोत्साहनाने अच्युतराव साठे यांनी मराठीचा पुरस्कार केला. १९२४ मध्ये फॅकल्टीच्या सभेत बी. ए. व एम्. ए. च्या अभ्यासक्रमांत मराठीचा समावेश व्हावा हा श्री. अ. सी. साठे यांचा ठराव मान्य होऊन मराठीच्या बोर्डावर कै. अ. सी. साठे व कै. नी. ब. ऊर्फ बापूसाहेब भवाळकर यांची नेमणूक झाली.

बापूसाहेब भवाळकरांनी मराठीचा अभ्यासक्रम सादर करून मराठी ही एम्. ए. साठी कुठल्याही प्रकारे कमी नाही हे दाखवून दिले. आजतागायत तोच अभ्यासक्रम आधारभूत गणला जातो.

कै. बापूसाहेब भवाळकर यांची विद्यार्थीदशेपासूनच मराठीची आवड लक्षात घेतली तर त्यातूनच स्वभाषाविषयक जागृती करण्याची तळमळ त्यांच्या मनात निर्माण झाली होती असे म्हणण्यास हरकत नाही. त्यांनी मॉरिस कॉलेजात असताना सादर केलेल्या व्याख्यानमाला, वाङ्मयीन-मंडळे यातूनच मराठीच्या या अविस्मरणीय कामगिरीची बीजे रोवली गेली होती. अशा रीतीने मराठीला मोठे महत्त्वाचे स्थान मिळवून देण्याचे विधायक कार्य तर भवाळकरांनी केलेच पण त्याचबरोबर स्वतःचा अमोल ग्रंथसंग्रह विद्यापीठाला देऊन तनमनधनाने मराठीसाठी कष्ट घेतले.

संस्कृतभाषाभिमानी लोकांनी मराठीच्या ग्रंथसंपत्तीसंबंधी शंका व्यक्त करून मराठी पदव्युत्तर विषय इतक्या अल्प काळात होणे शक्य

नाही, अशी धारणा व्यक्त केली होती. त्याला उत्तर देण्याकरिताच बापूसाहेबांनी आपला फार मोठा ग्रंथसंग्रह विद्यापीठाला देऊन टाकला.

मराठीचा अशा रीतीने विद्यापीठातील अभ्यासक्रमात प्रवेश झाला तरी मराठी विषय स्वतंत्रपणे शिकविण्याची व्यवस्था एकाही कॉलेजमध्ये नव्हती. १९२५-२६ साली पश्चिम महाराष्ट्रात मराठीची ससेहोलपट झाल्यामुळे प्रा. श्री. ना. बनहट्टींना मुंबईच्या एलफिस्टन कॉलेजमधून बाहेर पडण्याची वेळ आली, तर पुण्याच्या डेक्कन कॉलेजातून निघून प्रा. श्रीकृष्ण नीळकंठ चाफेकर यांना परतवाड्याला वकिली करावी लागण्याचा संभव दिसू लागला. त्याचवेळी १९२७ साली आधी हिस्लॉप कॉलेजने व नंतर मॉरिस कॉलेजने मराठी विषय शिकविण्याची व्यवस्था केली. त्यामुळे प्रा. श्री. ना. बनहट्टी यांच्यासारखे विद्वान नागपूरला लाभू शकले. त्याच काळात डॉ. शं. दा. पेंडसे नागपूरला आले व १९२७ मधील मराठीच्या बोर्डावर श्री. अ. सी. साठे, या. मा. काळे व प्रा. शं. दा. पेंडसे यांची निवड झाली व पुढे प्रा. श्री. ना. बनहट्टी यांनाही बोर्डात स्थान मिळाले. अशारीतीने बापूसाहेब भवाळकर यांच्या कार्याला मूर्त स्वरूप प्राप्त झाले.

विद्यापीठाच्या स्थापनेनंतर पहिल्या पाच वर्षांतच मराठीला एम्. ए. पर्यंत मजल गाठता आली. व त्यानंतर लगेच डॉ. शं. दा. पेंडसे, प्राचार्य श्री. ल. पांढरीपांडे, प्रा. भ. श्री. पंडित, डॉ. वि. भि. कोलते, प्रा. या. मु. पाठक, डॉ. मा. गो. देशमुख, डॉ. अ. ना. देशपांडे, यांच्यासारख्या मान्यवर मराठी विद्वान प्राध्यापकांची एक पिढीच्या पिढी निर्माण करण्याचा मान नागपूर विद्यापीठाला मिळाला. हे विद्वान केवळ विदर्भालाच नव्हे तर अखिल महाराष्ट्रालाही ललामभूत ठरले आहेत.

अशा या मराठी भाषेचाच नागपूर विद्यापीठाच्या एम. ए. व पीएच्. डी. परीक्षांसाठी विशेष अभ्यास करण्याची संधी मिळाली म्हणून एक विद्यार्थिनी व कै. बापूसाहेबांची नात या नात्याने मला अभिमान वाटतो. आजच्या या सुवर्णमहोत्सवाच्या निमित्ताने त्यांच्या आठवणींबरोबरच त्यांचे विद्यापीठातील मराठी विभागात स्मारक निर्माण व्हावे, अशी अपेक्षा करणे चुकीचे ठरणार नाही. अशारीतीने मराठी भाषेला अंधारातून परत प्रकाशात आणणारे कै. साठे व कै. भवाळकर यांनी मराठीचे विदर्भात नवे दालन उघडले आहे म्हणून त्यांची स्मृती या निमित्ताने कायम होणे अत्यावश्यक आहे.

[प्रस्तुत लेखिका सौ. आशा सावदेकर (भवाळकर) या नागपूर विद्यापीठातून मराठी विषय घेऊन एम्. ए. परीक्षेत प्रथम श्रेणीत प्रथम आलेल्या असून त्यांना सुवर्णपदकही प्राप्त झालेले आहे. सध्या त्या याच विद्यापीठाच्या स्नातकोत्तर मराठी विभागात पीएच्. डी. पदवीसाठी शोधप्रबंधाचे कार्य करीत आहेत.--संपादक].

प्राचीन मराठी हस्तलिखितांच्या अभ्यासाचे महत्त्व

—डॉ. वि. बा. प्रभुदेसाई
(प्रपाठक, स्नातकोत्तर मराठी विभाग,
नागपूर विद्यापीठ आणि या 'स्मरणिके'च्या
मराठी विभागाचे संपादक)

प्राचीन मराठी वाङ्मयाच्या अभ्यासातील अनेक अडचणींपैकी एक प्रमुख अडचण जाणवते ती साधन-ग्रंथांच्या बाबतीत. आतापर्यंत प्राचीन कालखंडावर प्रकाश टाकणारे कित्येक ग्रंथ प्रसिद्ध झाले असले तरी त्या कालखंडातील कितीतरी महत्त्वाची हस्तलिखिते अद्याप अप्रकाशितच राहिलेली आहेत. प्राचीन ग्रंथकारांचा निश्चित काळ, कुल, गुरुपरंपरा, संप्रदाय, वाङ्मयीन कामगिरी इत्यादींवर नेमका प्रकाश टाकण्याच्या दृष्टीने या हस्तलिखितांच्या अभ्यासाचे महत्व अनन्यसाधारण असेच आहे.

मराठीतील संशोधन-महर्षी प्रा. अ. का. प्रियोळकर यांनी 'महाराष्ट्र साहित्य–संमेलना'च्या चौतीसाव्या अधिवेशनाच्या अध्यक्ष-पदावरून प्राचीन हस्तलिखितांचे महत्त्व मार्मिक शब्दांत अत्यंत तळमळीने पुढीलप्रमाणे वर्णिले आहे :

"देशाचे वाङ्मय हे राष्ट्रीय धन आहे. सोन्यामाणकांचे धन एकवार गेले तर ते फिरून मिळेल; परंतु हस्तलिखित स्वरूपात असलेल्या या वाङ्मयधनाचा एकदा का नाश झाला, म्हणजे ते पुन: मिळणे शक्य नाही. संस्कृत हस्तलिखितांचा शोध व संग्रह युरोपियन पंडितांच्या खटाटोपामुळेच गेल्या शतकात झाला. त्यांच्या स्फूर्तीमुळे कील्हॉर्न, भांडारकर वगैरे संस्कृत प्रोफेसरांना दौऱ्यावर पाठवून संस्कृत हस्तलिखितांचा शोध करणे व त्यांपैकी शक्य ती विकत घेणे यांकरिता सरकारकडून हजारो रुपये खर्च करण्यात आले. पण मराठी हस्तलिखितांकडे विशेष कोणी लक्ष दिले नाही. आजही महाराष्ट्रात खासगी संग्रहात हजारो मराठी हस्तलिखित ग्रंथ असून अनास्थेमुळे त्यांचा सारखा नाश होत चाललेला आहे. धुळ्याच्या शंकरराव देवांनी ठिकठिकाणच्या रामदासी मठांतील हजारो ग्रंथ मिळवून त्यांचा नाश थांबविला हे महाराष्ट्रावर त्यांचे मोठेच उपकार आहेत. भारत इतिहास संशोधक मंडळाच्या शके १८३४ च्या इतिवृत्तात रा. देव लिहितात, 'कोणत्याही प्रकारे अतिशयोक्ती न करता बोलावयाचे तर माझी समजूत अशी झाली आहे की, श्रीज्ञानेश्वर महाराजांपासून तो पेशवाईच्या अंतापर्यंत झालेल्या साधुसंतांची जितकी कविता आतापर्यंत छापिली गेली आहे, तिच्या दशसहस्रपट कविता अजून अप्रकाशित आहे.' पुष्कळच वाङ्मय अप्रकाशित आहे ही गोष्ट खरी आहे. प्रकाशित झाले तेही अशुद्ध आहे. त्याकरिता हस्तलिखितांची फार गरज आहे. देव किंवा मी अशा एकटयादुकटयाच्या हातून पुरे होण्यासारखे हे काम नाही. सर्वांनी मनात आणले तर मात्र आठ-पंधरा दिवसांत हे काम करता येईल. ज्याप्रमाणे आपण शिरगणती करतो, त्याच पद्धतीने ही हस्तलिखितांची गणती व्हावी. १८८० साली इंडियन अँटिक्वेरी मासिकात न्यायमूर्ती तेलंग यांनी काव्येतिहास–संग्रहावर एक परीक्षणवजा टिपण लिहिले होते. काव्येतिहाससंग्रहात मराठी व संस्कृत काव्ये व बखरी प्रसिद्ध होत. संस्कृत काव्ये प्रसिद्ध करण्याची अन्यत्र व्यवस्था असल्यामुळे या नियतकालिकात केवळ मराठीच काव्ये व बखरी प्रसिद्ध व्हाव्या, अशी सूचना करून 'A few years delay and we fear there will be no harvest to reap at all' असा त्यांनी इशारा दिला होता. या प्रदीर्घ कालात किती मराठी हस्तलिखितांचा नाश झाला असेल ते सांगता येत नाही. मुळीच न करण्यापेक्षा उशिरा केलेले बरे असे म्हणूनच केवळ या कार्याला आता हात घालावयाचा ! मुंबई इलाख्यातील संस्कृत हस्तलिखितांच्या १८८२–८३ सालच्या रिपोर्टात— 'The object in making collections of manuscripts is not only to procure copies of rare works but also to secure materials for critical editions of such as though not rare, are of great importance or for the determination of the correct text of any particular passage in them whenever a weighty issue hangs on it.' असे डॉ. भांडारकरांनी म्हटले आहे. मराठी हस्तलिखिते गोळा करण्यात हे सर्व हेतू तर साधतीलच; परंतु शिवाय त्यामुळे निरनिराळ्या धर्मांच्या व ठिकाणच्या लोकांमध्ये आपल्या महाराष्ट्रीय परंपरेची जाणीव उत्पन्न होऊन सर्व मराठी भाषिकां-मध्ये ऐक्य निर्माण होईल, हाही काही लहान-सहान फायदा नाही."

आतापर्यंत वर्णिलेले प्राचीन हस्तलिखितांच्या संग्रहाचे व अभ्यासाचे हे महत्त्व म्हणजे ज्येष्ठ, अधिकारी व साक्षेपी संशोधकांच्या प्रत्यक्ष अनुभवांचेच बोल असल्यामुळे त्यात अधिक भर ती कोणती घालावयाची ?

प्राचीन मराठीतील, बाराव्या शतकापासून सतराव्या शतकापर्यंतच्या मुकुंदराज, ज्ञानेश्वर, नामदेव, तुकाराम, रामदास आदी महानुभावेतर ग्रंथकारांच्या आणि महदायिसा, म्हाइंभट, दामोदर पंडित, नरेंद्र, भास्कर प्रभृती महानुभावपंथीय ग्रंथकारांच्या साहित्यकृतींचे तत्कालीन वाचकांना दर्शन घेता येई ते प्रामुख्याने हस्तलिखितांच्या द्वारा. महाराष्ट्रापुरते सांगावयाचे झाल्यास अठराव्या शतकाच्या अखेरीपर्यंत हीच अवस्था कायम होती, असे दिसते.

भाषा व संस्कृती या दोन्ही दृष्टींनी महाराष्ट्राचा एक अंश म्हणता येईल अशा गोमंतकात मात्र इ. स. १५५६ सालीच मुद्रणकलेचा प्रवेश झालेला होता. यावर्षी गोव्यात स्थापन झालेल्या छापखान्यामधूनच पुढे परदेशी मिशनऱ्यांपैकी सतराव्या शतकातील सुप्रसिद्ध ख्रिस्ती कवी (इंग्रज) फादर स्टिफन्स याचा 'क्रिस्तपुराण', फ्रेंच पाद्री एतिएन–द–ला–कृवा याचा 'सेंट पीटर–पुराण' वगैरे मराठी भाषेतील (पण रोमन लिपीतील) अनेक काव्यग्रंथ मुद्रित होऊन प्रकाशात आले. एतद्देशीय ग्रंथकारांनी रचिलेल्या देवनागरी लिपीतील मराठी ग्रंथांवर मु… संस्कार व्हावयाला मात्र एकोणिसावे शतक उजाडावे लागले.

नागपूर विद्यापीठाच्या हस्तलिखित–संग्रहात उपलब्ध झाले… 'कविनंदन–विरचित उषाहरनकथा' (उषाहरणकथा) आणि 'विश्वे… नाथ–विरचित अभिमन्युविवाह' ही दोन रसाळ आख्यानकाव्ये … मी प्रकाशात आणली आहेत. मराठीतील अग्रगण्य संशो… डॉ. वि. भि. कोलते यांनी अशा प्रकारच्या संपादनाचे प्रयोजन … करताना लिहिले आहे, "मध्ययुगीन काळातील मराठी भाषेच्या उच्चा… प्रवृत्तींचे व व्याकरणाचे अध्ययन करण्यासाठी त्याचा भाषाशास्त्र… चांगला उपयोग होऊ शकेल. या दृष्टीने प्रस्तुत संहिता-संपादन … महत्त्वाचे वाटते."

विदर्भाच्या आठही जिल्ह्यांतील अनेक खेड्यापाड्यांम… अजूनही असंख्य हस्तलिखिते आपल्या उद्धारकर्त्यांची आतुरतेने प्रती… करीत असतील. त्यांना सद्‌गती प्राप्त करून देण्यासाठी एखा… महत्त्वाकांक्षी योजना नागपूर विद्यापीठाला या सुवर्णमहोत्सवा… निमित्ताने आखता आल्यास माझ्यासारखे अनेक अभ्यासक विद्यापीठा… शतवार दुवा देतील.

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Shaw's Saint Joan

—R. N. Roy

Saint Joan is one of the outstanding individual characters in the protrait gallery of Shaw. She, like Candida, Major Barbara, Bluntschli, Father Keegan, is an unforgettable personality, for she has that individuality that lives in its own right. Shaw's Saint Joan is a combination of many contraries. She is a woman who puts on man's dress and delights in manly pursuits. Without training of any sort she becomes a military Commander of almost incredible courage and strategic insight, worthy of comparison with Napoleon. She is a mystic who sees visions and hears voices and at the same time 'a thorough daughter of the soil in her peasant-like matter-of-factness and doggedness' and wins battles by hard-headed calculations. She is a professed and most pious Catholic Saint who acts as if she herself were the Church, thus defying a fundamental tenet of the Catholic Church which denies divine revelation to an individual, and preaches the theory of 'France for the Frenchmen,' thus undermining the universality of feudal nobility. She has been identified with the Crown and the Church though the former abandoned her and the latter condemned her to death. She is a genius who does not know A from B and does not realise the nature of the forces arrayed against her. But she is a born boss compelling everybody, from her uncle to the King, to obey her commands, and her military talent puts to rout the well organised forces of England, but she is at length captured by the Burgundians and handed over to the Inquisition. She is harmed by the people she helps and hated by the people she loves. She is put to death to live for ever in the hearts of men. And her history begins with her execution. The combination of these contradictory qualities makes her 'a credible historical phenomenon' and a stage figure of living warmth. The burning of Joan is a stigma on human civilisation which posterity tried to wipe out by her canonization. And her canonization is a recognition of the supremacy of personal liberty in matters of religion.


Look the woman
you are
In voile saris
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U-TT-158

Golden Jubilee Celebrations – A Talk

— Dr. P. S. Mene
(Vice-Chancellor,
Nagpur University).

On this historic occasion of the Golden Jubilee, my mind naturally goes back to that memorable day of 4th August, in the year 1923, when the University was born in this city of Nagpur. And it was not born a day too soon, for, the people had been demanding a University at Nagpur for over a decade. Nagpur was at that time the capital of the old Province known as the Central Provinces and Berar comprising the 8 Marathi Districts of Vidarbha and 14 Hindi Districts of Mahakoshal and Chattisgarh regions. All these 22 districts of a large Province taken together had only 6 colleges — all of which were affiliated to a University outside the Province, that is, the University of Allahabad. The alien Government that ruled over our vast country was not very much interested in the education of the people but the representatives of this province in the Imperial Legislative Council raised a powerful voice on which the Provincial Administration appointed a Committee known as the "Central Provinces and Berar University Committee". The Founder Vice-Chancellor of this University Sir Bipin Krishna Bose, and Rao Bahadur R. N. Mudholkar of Amravati and Barrister Moreshwarrao Dixit represented the interests of Nagpur and Berar. The Committee produced an excellent report giving a blue print of a Teaching University with its incorporated colleges at Nagpur, Jabalpur and Amravati. This was in 1915. But the War came as a very handy excuse for the British rulers and the report was shelved. After the War came the Reforms of 1921. The Province had a Legislative Council of its own. Education became a transferred subject. Rao Bahadur N. K. Kelkar was the Education Minister in the new administrative set up. He piloted a bill for a University at Nagpur and finally on 4th August, 1923, the Nagpur University Act came into force. The University envisaged in the Act was qualitatively different from the one recommended by the C. P. & Berar University Committee of 1915, not a teaching but chiefly an affiliating and examining type. Even so the people were jubiliant and at last we had a University of our own.

* * * *

4. This is no occasion to go into the various developments and the stages of genesis of our University. At this distance of time, it is also not easy to imagine or to appreciate the difficult circumstances in which our worthy leaders of those times must have striven to build the infant University, but that they did their best and eminently succeeded in their efforts — is there for all of us to see. Today when the University has entered into its 51st year, it has become a huge edifice. But this is only a culmination of a small beginning and this growth has become possible because of the selfless work put in by the Founding Fathers — essentially men of vision and foresight.

5. Amongst the stalwarts who nourished the University in its infancy and childhood there were many veterans – men who built many an educational institution with their own hands. The tallest among them all was Sir Bipin Krishna Bose. He was already 70 when he agreed to become the first Vice-Chancellor because the cause of education was his own and because he had been in the fore-front of the struggle for the development of education in general and for the establishment of a University in particular. Though old in years, he had a fund of energy that would put any young man to shame, but more important than his energy was the vision that he had; the vision of a great University where thousands of young men would work hard to gain all the new

knowledge of both East and West and to put into practical use for the progress and development of the country and to bring home the fruits of all modern knowledge in Science and Technology to millions.

6. Fortunately, Sir Bipin was not alone. He was ably supported by highly competent men — who worked in the University Bodies, the Court, the Executive Council and the Academic Councils, the Faculties, and the Boards of Studies, and last but not the least in the affiliated Colleges. There were only six Colleges, with only about 900 students, who constituted the University in the early twenties. Today, we have 136 Colleges and departments whose total strength is more than a lakh. There were hardly any girl students then; today the number of girl students alone in the University exceeds eighteen thousand. The number of teachers is 3,800 of whom nearly 600 are women.

7. Fifty years ago, the three major Colleges were Morris College and Hislop College in Nagpur and Robertson College in Jabalpur. The present Institute of Science was not an independent College — it was known as Victoria College of Science, but it mainly taught Science subjects to the students of Morris College and Hislop College. There was another College at Jabalpur, known as Spence Training College, admitting only 25 graduate teachers for the L. T. Course. The sixth College namely - King Edward College at Amravati, had been established hardly a week before the University.

8. Soon the University took over the Law Department of the Morris College and established the University Law College which was its only constituent college for nearly two decades, that is till the establishment of the Laxminarayan Institute of Technology. In 1925, the Agriculture School was up-graded and affiliated to the University for a degree course. Today that college has grown into a sister University, namely-the Punjabrao Krishi Vidyapeeth.

9. It is not possible here to go into all the details of the progress of the University, but certainly I must refer to a few landmarks in the history of the University which have contributed in no small measure to the progress of former province of C. P. and Berar and after the establishment of the University of Sagar in 1946 to the progress of eight districts of Vidarbha which today constitutes a part of the State of Maharashtra.

10. The most important landmark is, of course, the princely gift of the late Rao Bahadur D. Laxminarayan, who, a few months before his death in 1930, bequeathed the bulk of his estate valued at about 35 lakhs to the University. This was no ordinary gift either; it was specifically meant for imparting technical education to young people of this region, so that they might work for the industrial progress of the country. The Laxminarayan Institute of Technology is a living monument to the magnificent dream of that magnanimous visionary whose name it bears. It has trained hundreds of brilliant technologists who have made and are making precious contribution to the onward march of our nation in the field of technology. Our University has, therefore, appropriately named the venue of our Jubilee and the Science Congress after him. That campus, called Laxminarayan Nagar is our humble way of paying homage to the late Rao Bahadur Laxminarayan who has done so much for the University and, through it, for the people.

11. Another landmark is our new Campus, also in the neighbourhood of the Laxminarayan Institute. Our Post-Graduate Teaching and Researth Departments had in fact begun developing just on the eve of Independence. But it is only after independence that our 26 Departments and constituent Colleges began taking shape – thanks to generous grants from the University Grants Commission, and the Central and State Governments. And I am happy and proud to say that our Departments, both in Humanities and Sciences, the Department of Home Science, and Pharmaceutical Sciences have earned a name for the quality of teaching and for significant research. The College of Education celebrated its Silver Jubilee last year.

12. Still another landmark exists — not in one building and on one campus, but all over the eight districts of Vidarbha. Over 100 towns, small and big, today have colleges buzzing with enthusiastic young boys and girls – all these are the centres through which the University functions and disseminates knowledge to the most backward sections of the community and, in the process is transforming the entire landscape of our countryside.

13. Let me now refer to a few glorious episodes in the life of the University. They speak for themselves :

(A) Way back in 1938, hundreds of young men were rusticated by the Osmania University in the days of the Nizam. Their only crime was — they asserted their right to pay homage to the motherland, by singing

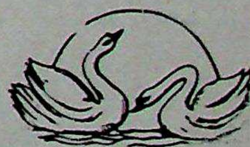
"VANDE MATARAM". When no other University would admit them because of the rules and regulations Nagpur University opened the doors of its class-rooms to these patriotic young boys, under the courageous leadership of our then Vice-Chancellor, Lt. Col. T. J. Kedar. Rules were changed, syllabuses modified, special examinations held — all because the University even then believed : "knowledge is power" and a University should not shut its doors to the seekers of knowledge. This incident, known as the "VANDE MATARAM EPISODE" in the history of our University has been cherished by us as symbolic of our rich traditions, which we have been striving to maintain. Many of those alumni of that movement are now occupying very important posts.

(B) The second incident is the conferral of the Degree of Doctor of Letters—Honoris Causa — on Swatantra Veera Sawarkar in 1943. Honouring Dr. Sawarkar in 1943, when India was under an alien rule and that too immediately after the wave of terror and repression was let loose by the British Government in 1942, indicates the spirit of independence cherished by the University.

14. And now, on this great occasion of our Golden Jubliee we rededicate ourselves to the great and noble ideals which our University has always stood for — a free University, worthy of a free country. Our teachers and students, past and present — have contributed to the greatness of our University. And remembering all who have enriched in the past, we are also not unmindful of the present and the future. The Golden Jubilee, for us, marks an end and a beginning — end of fifty years of striving for progress and beginning of a new phase, of another long effort for progress in our chosen field of higher education.

15. On this occasion I am also happy to say that the University Grants Commission and the State Government have already sanctioned special Jubilee Grants of ten lakhs each for further development of the University. The famous Industrial House of Khandelwals has also come forward to give a generous endowment of five lakhs in the first instance for upgrading our Department of Business Management. Hundreds of others, including our past and present students, are expressing their joy and also trying to repay their debt to the *alma mater* by sending liberal donations of varying dimensions. With their willing support and co-operation we are confident of making great strides in the near future.

(*By Courtesy of the All India Radio*).



HONORARY DEGREES AWARDED

Date of Convocation	Name	Degree
28—11—1924	His Excellency Sir Frank George Sly, K. C. S. I., I. C. S. ..	Doctor of Letters
11— 1—1930	Rai Bahadur Sir B. K. Bose, M. A., B. L., Kt., K. C. I. E. ..	Doctor of Laws
19—11—1933	Rai Bahadur Hiralal, B. A., M. R. A. S. (London) ..	Doctor of Letters
11—12—1937	His Excellency Sir Hyde Clarendon Gowan, Chancellor, Kt., K. C. S. I., C. I. E., V. D., I. C. S., J. P. ..	Doctor of Laws
9—12—1939	1. Mahamohopadhyaya Keshaorao G. Tamhan, M. A. ..	Doctor of Letters
	2. Shri A. C. Sen Gupta, M. A., I. E. S.	Doctor of Letters
7—12—1940	1. Hon'ble Sir Maneckji Byramji Dadabhoy, Kt., K. C. S. I., K. C. I. E., Bar-at-Law.	Doctor of Laws
	2. Sir Moropant Vishwanath Joshi, K. C. I. E., B. A., LL. B., Kt.	Doctor of Laws
29—11—1941	Shri K. L. Daftari, B. A., LL. B.	Doctor of Letters
14— 8—1943	1. Shri V. D. Savarkar	Doctor of Letters
	2. Lt. Colonnel T. J. Kedar, Vice-Chancellor, B. A., LL. B., M. L. A.	Doctor of Letters
	3. Sir M. B. Niyogi, Vice-Chancellor, M. A., LL. M., C. I. E.	Doctor of Laws
25—11—1944	Shri Y. K. Deshpande, M. A., LL. B.	Doctor of Letters
3—11—1948	Hon'ble Sardar Vallabhbhai Patel	Doctor of Laws
1— 1—1950	Hon'ble Pandit Jawaharlal Nehru, M. A., Bar-at-Law (Prime Minister) ..	Doctor of Laws
29— 1—1954	Smt. Vijaya Laxmi Pandit	Doctor of Laws
10— 1—1955	Shri C. Rajagopalachariar, B. A., B. L.	Doctor of Laws
2 — 8—1956	Pandit Ravi Shankar Shukla, B. A., LL. B., M. L. A. (Chief Minister, M. P.) ..	Doctor of Laws
31— 1—1957	Shri C. D. Deshmukh, I. C. S., Chairman, U. G. C. ..	Doctor of Letters
23—12—1957	1. Shri Madhao Shrihari Aney, B. A., B. L.	Doctor of Letters
	2. Shri Wasudeo Ramchandra Puranik, B. A., LL. B. (Vice-Chancellor) ..	Doctor of Laws
15— 2—1960	1. Pt. Govind Ballabh Pant, B. A., LL. B., LL. D. ..	Doctor of Laws
	2. Mahamohopadhyaya Dr. V. V. Mirashi, M. A. ..	Doctor of Letters
4— 2—1961	Dr. P. S. Deshmukh, M. A., D. Phil., Bar-at-Law.	Doctor of Laws
20— 1—1962	Dr. D. R. Gadgil	Doctor of Letters

Foreign Students in the University

The number of Foreign Students joining this University is now increasing appreciably, there being 135 Foreign Students in the University in the academic year 1972-73, as against 82 in the year 1967-68 :—

Country of domicile	*Faculty in which studying*	*No. of Students* *No.*	*Total*
1. Malaysia	Science	39	
	Medicine	21	
	Commerce	1	
			61
2. Nepal	Home-Science	8	
	Medicine	5	
	Science	3	
	Arts	3	
			19
3. Jordon	Engg. & Tech.	8	
	Science	4	
	Medicine	2	
			14
4. South Africa	Medicine	12	
			12
5. Singapore	Medicine	2	
	Science	2	
	Home-Science	1	
			5
6. Tanzania	Science	2	
	Medicine	1	
			3
7. East Africa	Commerce	2	
	Science	1	
			3
8. Yuganda	Science	2	
	Commerce	1	
			3
9. Mauritius	Science	2	
	Arts	1	
			3
10. Kenya, Zambia	2 students each for Medicine	4	4
11. (i) Afghanistan (ii) Nigeria (iii) Rhodesia (iv) Trinidad (v) Barbados (vi) Arabian Gulf (vii) Iran	One student each for Medicine	7	7
12. Fizi Island	Arts	1	1
			135

(Science : 55; Medicine : 54; Home-Science : 9; Engg. & Tech. : 8; Arts : 5 & Commerce : 4=135)

१९७२-७३ या सत्रातील विद्यापीठाचे शैक्षणिक विभाग, महाविद्यालये व संलग्न महाविद्याल[illegible] यांमधील

क्रमांक	विद्यापीठ शैक्षणिक विभाग	अध्यापकांची संख्या		विद्यार्थ्यांची: वाङ्मय व सामाजिक शास्त्रे विद्याशाखा		विज्ञान विद्याशाखा		वाणिज्य विद्याशाखा		गृहविज्ञान विद्याशाखा		विद[illegible]
		पुरुष	महिला	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी	
(अ)	**विद्यापीठ शैक्षणिक विभाग :**											
(१)	प्राचीन भारतीय इतिहास, संस्कृति व पुरातत्व	५	...	१	३	...	...	...	...	...	...	...
(२)	अर्थशास्त्र	५	१	१२२	३५	...	...	...	...	...	...	...
(३)	इंग्रजी	५	१	४०	२६	...	...	...	...	...	...	...
(४)	मराठी	५	...	२७	३१	...	...	...	...	...	...	...
(५)	ग्रंथालयशास्त्र	३	१	२०	१५	...	...	...	...	...	...	...
(६)	संस्कृत	२	२	१	१७	...	...	...	...	...	...	...
(७)	हिंदी	४	...	८	१६	...	...	...	...	...	...	...
(८)	पाली व प्राकृत	१	१	४	३	...	...	...	...	...	...	...
(९)	मानसशास्त्र	४	...	११	१६	...	...	...	...	...	...	...
(१०)	तत्वज्ञान	२	१	८	९	...	...	...	...	...	...	...
(११)	राज्यशास्त्र व लोकप्रशासन	९	...	१३२	५८	...	...	...	...	...	[illegible]	[illegible]
(१२)	समाजशास्त्र	३	...	२४	२३	...	...	...	...	...	[illegible]	[illegible]
(१३)	इतिहास	२	२	४१	३१	...	...	...	...	...	[illegible]	[illegible]
(१४)	वृत्तव्यवसाय	१०	...	२६	४	...	...	...	...	...	[illegible]	[illegible]
(१५)	परदेशी भाषा :– १) फ्रेंच	२	१	४२	१२	...	...	...	...	...	[illegible]	[illegible]
	२) जर्मन	३	१	११४	१७	...	...	...	...	...	[illegible]	[illegible]
	३) रशियन	१	१	३२	९	...	...	...	...	...	...	[illegible]
	४) आंग्लभाषा	...	१	३०	८	...	...	...	...	...	...	[illegible]
(१६)	जीवरसायनशास्त्र	६	...	...	...	२२	९	...	...	...	...	[illegible]
(१७)	प्राणिशास्त्र	५	...	...	...	३१	२८	...	...	...	...	[illegible]
(१८)	रसायनशास्त्र	९	...	...	...	४०	७	...	...	...	...	[illegible]
(१९)	वनस्पतिशास्त्र	७	...	...	...	३१	११	...	...	...	...	[illegible]
(२०)	भूविज्ञान	१२	...	...	...	३५	१	...	...	...	...	[illegible]
(२१)	पदार्थविज्ञान	९	...	...	...	५१	६	...	...	...	...	[illegible]
(२२)	गणित	६	१	...	...	१००	१४	...	...	...	...	[illegible]
(२३)	औषधिनिर्माणशास्त्र	१८	१	...	...	...	...	...	...	...	...	[illegible]
(२४)	विधि	३	...	...	...	...	...	...	...	...	...	[illegible]
(२५)	गृहविज्ञान	१	२	...	...	...	...	...	...	...	२०	[illegible]
(२६)	व्यवसाय प्रबंध	६	...	...	...	...	...	३८	...	...	...	[illegible]
	बेरीज (अ) :	१४८	१७	६८३	३३३	३१०	७६	३८	...	...	२०	[illegible]

१९७२–७३ या सत्रातील विद्यापीठाचे शैक्षणिक विभाग, महाविद्यालये व संलग्न महाविद्यालये यांमधील अध्यापक व विद्याशाखांवार विद्यार्थी/विद्यार्थिनी.

क्रमांक	विद्यापीठ शैक्षणिक विभाग	अध्यापकांची संख्या		विद्यार्थ्यांची संख्या: वाङ्मय व सामाजिक शास्त्रे विद्याशाखा		विज्ञान विद्याशाखा		वाणिज्य विद्याशाखा		गृहविज्ञान विद्याशाखा		शिक्षण विद्याशाखा		विधि विद्याशाखा		अभियांत्रिकी व तांत्रिकी विद्याशाखा		वैद्यक विद्याशाखा		एकूण	
		पुरुष	महिला	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी
(अ)	विद्यापीठ शैक्षणिक विभाग :																				
(१)	प्राचीन भारतीय इतिहास, संस्कृति व पुरातत्व	५	...	१	३	...	...	...	...	...	...	...	...	...	...	...	...	...	...	१	३
(२)	अर्थशास्त्र	५	१	१२२	३५	...	...	...	...	...	...	...	...	...	...	...	...	...	...	१२२	३५
(३)	इंग्रजी	५	१	४०	२६	...	...	...	...	...	...	...	...	...	...	...	...	...	...	४०	२६
(४)	मराठी	५	...	२७	३१	...	...	...	...	...	...	...	...	...	...	...	...	...	...	२७	३१
(५)	ग्रंथालयशास्त्र	३	१	२०	१५	...	...	...	...	...	...	...	...	...	...	...	...	...	...	२०	१५
(६)	संस्कृत	२	२	१	१७	...	...	...	...	...	...	...	...	...	...	...	...	...	...	१	१७
(७)	हिंदी	४	...	८	१६	...	...	...	...	...	...	...	...	...	...	...	...	...	...	८	१६
(८)	पाली व प्राकृत	१	१	४	३	...	...	...	...	...	...	...	...	...	...	...	...	...	...	४	३
(९)	मानसशास्त्र	४	...	११	१६	...	...	...	...	...	...	...	...	...	...	...	...	...	...	११	१६
(१०)	तत्वज्ञान	२	१	८	९	...	...	...	...	...	...	...	...	...	...	...	...	...	...	८	९
(११)	राज्यशास्त्र व लोकप्रशासन ...	९	...	१३२	५८	...	...	...	...	...	...	...	...	...	...	...	...	...	...	१३२	५८
(१२)	समाजशास्त्र	३	...	२४	२३	...	...	...	...	...	...	...	...	...	...	...	...	...	...	२४	२३
(१३)	इतिहास	२	२	४१	३१	...	...	...	...	...	...	...	...	...	...	...	...	...	...	४१	३१
(१४)	वृत्तव्यवसाय	१०	...	२६	४	...	...	...	...	...	...	...	...	...	...	...	...	...	...	२६	४
(१५)	परदेशी भाषा :– १) फ्रेंच	२	१	४२	१२	...	...	...	...	...	...	...	...	...	...	...	...	...	...	४२	१२
	२) जर्मन	३	१	११४	१७	...	...	...	...	...	...	...	...	...	...	...	...	...	...	११४	१७
	३) रशियन	१	१	३२	९	...	...	...	...	...	...	...	...	...	...	...	...	...	...	३२	९
	४) आंग्लभाषा	...	१	३०	८	...	...	...	...	...	...	...	...	...	...	...	...	...	...	३०	८
(१६)	जीवरसायनशास्त्र	६	...	...	...	२२	९	...	...	...	...	...	...	...	...	...	...	...	...	२२	९
(१७)	प्राणिशास्त्र	५	...	...	...	३१	२८	...	...	...	...	...	...	...	...	...	...	...	...	३१	२८
(१८)	रसायनशास्त्र	९	...	...	...	४०	७	...	...	...	...	...	...	...	...	...	...	...	...	४०	७
(१९)	वनस्पतिशास्त्र	७	...	...	...	३१	११	...	...	...	...	...	...	...	...	...	...	...	...	३१	११
(२०)	भूविज्ञान	१२	...	...	...	३५	१	...	...	...	...	...	...	...	...	...	...	...	...	३५	१
(२१)	पदार्थविज्ञान	९	...	...	...	५१	६	...	...	...	...	...	...	...	...	...	...	...	...	५१	६
(२२)	गणित	६	१	...	...	१००	१४	...	...	...	...	...	...	...	...	...	...	...	...	१००	१४
(२३)	औषधिनिर्माणशास्त्र	१८	१	...	...	...	...	...	...	...	...	...	...	...	...	...	...	१५५	४	१५५	४
(२४)	विधि	३	...	...	...	...	...	...	...	...	...	...	...	२१	...	...	...	...	...	२१	...
(२५)	गृहविज्ञान	१	२	...	...	...	...	...	...	...	२०	...	...	...	...	...	...	...	...	...	२०
(२६)	व्यवसाय प्रबंध	६	...	...	...	...	...	३८	...	...	...	...	...	...	...	...	...	...	...	३८	...
	बेरीज (अ) :	१४८	१७	६८३	३३३	३१०	७६	३८	...	...	२०	...	...	२१	...	...	...	१५५	४	१२०७	४३३

क्रमांक	विद्यापीठाची महाविद्यालये व संलग्न महाविद्यालये	अध्यापकांची संख्या		विद्यार्थ्यांची संख्या: वाङ्मय व सामाजिक शास्त्रे विद्याशाखा		विज्ञान विद्याशाखा		वाणिज्य विद्याशाखा		गृहविज्ञान विद्याशाखा		शिक्षण विद्याशाखा		विधि विद्याशाखा		तांत्रिकी व अभियांत्रिकी विद्याशाखा		वैद्यक विद्याशाखा		एकूण	
		पुरुष	महिला	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी
(ब)	**विद्यापीठाची महाविद्यालये :**																				
(१)	लक्ष्मीनारायण तांत्रिक संस्था ...	४४	२	...	...	...	...	...	...	...	...	...	..	...	...	४९५	२	...	...	४९५	२
(२)	विधि महाविद्यालय	२६	...	...	...	...	...	...	...	...	...	...	...	९४४	४८	...	...	...	...	९४४	४८
(३)	शिक्षण महाविद्यालय	१३	६	...	...	...	...	...	...	...	...	१८४	९८	...	...	...	...	...	...	१८४	९८
	बेरीज (ब) :	८३	८	...	...	...	...	...	...	...	...	१८४	९८	९४४	४८	४९५	२	...	...	१६२३	१४८
	एकूण बेरीज (अ+ब) :	२३१	२५	६८३	३३३	३१०	७६	३८	...	...	२०	१८४	९८	९६५	४८	४९५	२	१५५	४	२८३०	५८१
(क)	**विद्यापीठाची संलग्न महाविद्यालये :**																				
	(१) नागपूर जिल्हा :																				
(अ)	**नागपूर :**																				
(१)	नागपूर महाविद्यालय	५८	३०	४६४	१०४५	...	...	...	...	...	...	...	...	...	...	...	...	...	...	४६४	१०४५
(२)	शासकीय विज्ञान संस्था ...	९०	३२	...	...	७४९	३१७	...	...	...	...	...	...	...	...	...	...	...	...	७४९	३१७
(३)	हिस्लॉप महाविद्यालय	७४	१९	६३८	१८६	७७७	१८०	५०५	२	...	...	..	...	...	...	...	...	...	...	१९२०	३६८
(४)	श्री. बिंझाणी नगर महाविद्यालय ...	३१	१	३०५	२४३	...	...	४४५	७	...	...	...	...	...	...	...	...	...	...	७५०	२५०
(५)	श्रीमती बिंझाणी महिला महाविद्यालय	९	२३	...	९९९	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	९९९
(६)	मथुरादास मोहता विज्ञान महाविद्यालय	४७	३	...	...	७९०	२०७	...	...	...	...	...	...	...	...	...	...	...	...	७९०	२०७
(७)	धनवटे नॅशनल महाविद्यालय ...	४५	९	४६८	२६७	...	...	१५५६	१८	...	...	...	...	...	...	...	...	...	...	२०२४	२८५
(८)	श्री शिवाजी विज्ञान महाविद्यालय	३५	५	...	...	६५६	११२	...	...	...	...	...	...	...	...	...	...	...	...	६५६	११२
(९)	लेडी अमृतबाई डागा महिला महाविद्यालय	४	५१	...	१०८२	...	७०	...	...	...	३०७	...	...	...	...	...	...	...	...	...	१४५९
(१०)	विश्वेश्वरैया प्रादेशिक अभियांत्रिकी महाविद्यालय	१२२	३	...	...	...	...	...	...	...	...	...	...	...	...	१०९६	३२	...	...	१०९६	३२
(११)	शासकीय चित्रकला महाविद्यालय ...	१५	४	६९	९	..	...	...	...	...	...	...	...	...	...	...	...	...	...	६९	९
(१२)	शासकीय दंत महाविद्यालय आणि रूग्णालय	२६	३	...	...	...	...	...	...	...	...	...	...	...	...	...	...	१०५	२१	१०५	२१
(१३)	शासकीय वैद्यक महाविद्यालय ...	१२०	५३	...	...	...	...	...	...	...	...	...	...	...	...	...	...	८६२	२८१	८६२	२८१
(१४)	गो. से. अर्थ-वाणिज्य महाविद्यालय	३३	१	...	...	...	...	२०६२	७०	...	...	...	...	...	...	...	...	...	...	२०६२	७०
(१५)	सेन्ट फ्रान्सिस डी सेल्स महाविद्यालय	४२	५	२१९	४३	४३५	१९५	...	...	...	...	१	७	...	...	...	...	...	...	६५५	२४५
(१६)	पी. डब्ल्यु. एस्. कला-वाणिज्य महाविद्यालय	२५	५	३३३	४४७	...	...	४९४	१९	...	...	...	...	..	...	...	...	...	...	८२७	४६६

क्रमांक	विद्यापीठाची संलग्न महाविद्यालये	अध्यापकांची संख्या		विद्यार्थ्यांची संख्या: वाङमय व सामाजिक शास्त्रे विद्याशाखा		विज्ञान विद्याशाखा		वाणिज्य विद्याशाखा		गृहविज्ञान विद्याशाखा		शिक्षण विद्याशाखा		विधि विद्याशाखा		तांत्रिकी व अभि-यांत्रिकी विद्याशाखा		वैद्यक विद्याशाखा		एकूण	
		पुरुष	महिला	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी
	नागपूर (पूर्ण)																				
(१७)	सी. पी. अँड बेरार शिक्षण संस्थेचे कला-वाणिज्य महाविद्यालय	३८	१०	३९५	३३६	...	...	१५८१	१५	...	...	...	...	...	...	...	...	...	...	१९७६	३५१
(१८)	धरमपेठ कला-वाणिज्य व म. पां. देव स्मृति विज्ञान महाविद्यालय ...	४५	९	१६०	२६७	३५७	१५२	५७५	२६	...	...	...	...	...	...	...	...	...	...	१०९२	४४५
(१९)	समाजकार्य महिला विद्यालय ...	३	६	...	१३१	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	१३१
(२०)	डॉ. आंबेडकर महाविद्यालय ...	४५	६	३८९	१३४	३८२	५६	७८९	...	...	...	...	...	...	...	...	...	...	...	१५६०	१९०
(२१)	शासकीय आयुर्वेद महाविद्यालय ...	२९	१०	...	...	...	...	...	...	...	...	...	...	...	...	...	...	१३४	९	१३४	९
(२२)	महानगरपालिका वैद्यक महाविद्यालय	२९	१२	...	...	...	...	...	...	...	...	...	...	...	...	...	...	२२१	९९	२२१	९९
(२३)	तिरपुडे कला व समाजकार्य महाविद्यालय	११	२	९७	३३	...	...	...	...	...	...	...	...	...	...	...	...	...	...	९७	३३
(२४)	नॅशनल इन्स्टिटयूट ऑफ सोशल वर्क	८	३	९०	२५	...	...	...	...	...	...	...	...	...	...	...	...	...	...	९०	२५
(२५)	व्रजलाल मणिलाल वसंत वाणिज्य व जयदेवशंकर मणिशंकर ठाकर कला महाविद्यालय	२३	४	८२	७७	...	...	४५६	...	...	...	...	...	...	...	...	...	...	...	५३८	७७
(२६)	सिंधू महाविद्यालय	१५	३	...	...	२५१	८३	१९	२	...	...	...	...	...	...	...	...	...	...	२७०	८५
(२७)	कला-वाणिज्य महाविद्यालय, वर्धा रोड	६	१	३२	२०	...	...	७०	१	...	...	...	...	...	...	...	...	...	...	१०२	२१
(२८)	महिला सायम् महाविद्यालय ...	२	५	...	३४	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	३४
(२९)	नागपूर शारीरिक शिक्षण महाविद्यालय	६	३	...	...	...	...	...	...	...	...	८२	९	...	...	...	...	...	...	८२	९
(३०)	श्री. आयुर्वेद महाविद्यालय ...	१०	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	१७	८	१७	८
(ब)	**इतर ठिकाणे :**																				
(३१)	नवीरा महाविद्यालय, काटोल ...	२८	४	१३७	११३	१८७	१५	५४५	...	...	...	...	...	...	...	...	...	...	...	८६९	१२८
(३२)	सेठ केसरीमल पोरवाल कला-वाणिज्य महाविद्यालय, कामठी ...	२७	३	१८०	११७	१४०	२१	३९७	...	...	...	...	...	...	...	...	...	...	...	७१७	१३८
(३३)	कला-वाणिज्य महाविद्यालय, सावनेर	१३	१	१२९	३७	...	...	२३५	५	...	...	...	...	...	...	...	...	...	...	३६४	४२
(३४)	नूतन आदर्श महाविद्यालय, उमरेड	१४	३	११४	४०	...	...	३००	१	...	...	...	...	...	...	...	...	...	...	४१४	४१
(३५)	श्री. नरेंद्र तिडके कला-वाणिज्य महाविद्यालय, रामटेक ...	१०	१	४२	३२	...	...	१४९	८	...	...	...	...	...	...	...	...	...	...	१९१	४०
(३६)	श्री. पंढरीनाथ कला-वाणिज्य महाविद्यालय, नरखेड ...	८	१	५०	४५	...	...	११९	...	...	...	...	...	...	...	...	...	...	...	१६९	४५
	एकूण बेरीज (नागपूर जिल्हा) :*	११४६	३३४	४३९३	५७६२	४७२४	१४०८	१०२९७	१७४	...	३०७	८३	१६	...	...	१०९६	३२	१३३९	४१८	२१९३२	८११७

*विद्यापीठ संस्था वगळून

क्रमांक	विद्यापीठाची संलग्न महाविद्यालये	अध्यापकांची संख्या		विद्यार्थ्यांची संख्या: वाङ्मय व सामाजिक शास्त्रे विद्याशाखा		विज्ञान विद्याशाखा		वाणिज्य विद्याशाखा		गृहविज्ञान विद्याशाखा		शिक्षण विद्याशाखा		विधि विद्याशाखा		तांत्रिकी व अभियांत्रिकी विद्याशाखा		वैद्यक विद्याशाखा		एकूण	
		पुरुष	महिला	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी
	(२) अमरावती जिल्हा :																				
	(अ) अमरावती :																				
(१)	विदर्भ महाविद्यालय	१४४	२४	५४१	५२४	९९५	१७३	...	...	...	...	...	...	...	...	...	...	...	...	१५३६	[illegible]
(२)	श्री शिवाजी महाविद्यालय ...	३४	११	७२१	१३८	...	...	८५७	२	...	...	...	...	२१८	६	...	...	...	...	१७९६	[illegible]
(३)	श्री शिवाजी विज्ञान महाविद्यालय	३७	७	...	...	८२३	९५	...	...	...	...	...	...	...	...	...	...	...	...	८२३	[illegible]
(४)	श्री शिवाजी शिक्षण महाविद्यालय	१२	...	...	...	...	...	...	...	...	...	१०६	३४	...	...	...	...	...	...	१०६	[illegible]
(५)	शासकीय स्नातकोत्तर मूलोद्योग प्रशिक्षण महाविद्यालय	७	३	...	...	...	...	...	...	...	...	५७	२३	...	...	...	...	...	...	५७	[illegible]
(६)	श्रीमती केशरबाई लाहोटी महाविद्यालय	३२	२	५३४	८२	...	...	५५१	...	...	...	...	...	...	...	...	...	...	...	१०८५	[illegible]
(७)	विदर्भ आयुर्वेद महाविद्यालय ...	२४	१	...	...	...	...	...	...	...	...	...	...	...	...	...	...	१२२	६	१२२	[illegible]
(८)	भारतीय महाविद्यालय	२०	९	४५१	९१	६४	३	५०९	१	...	...	...	...	...	...	...	...	...	...	१०२४	[illegible]
(९)	डिग्री कॉलेज ऑफ फिजिकल एज्यूकेशन अँन्ड रिक्रीएशन	११	...	...	...	...	...	...	...	...	...	२४५	३७	...	...	...	...	...	...	२४५	[illegible]
(१०)	शासकीय अभियांत्रिकी महाविद्यालय	७९	२	...	...	...	...	...	...	...	...	...	...	...	...	६५९	१	...	...	६५९	[illegible]
(११)	महिला महाविद्यालय	२	१३	...	५५४	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	[illegible]
(१२)	अमरावती नगर वाचनालय ...	५	...	३९	६	...	...	...	...	...	...	...	...	...	...	...	...	...	...	३९	[illegible]
(१३)	कॉलेज ऑफ रुरल सर्व्हिसेस ...	११	१	१०२	१४	...	...	...	...	...	...	...	...	...	...	...	...	...	...	१०२	[illegible]
(१४)	श्री. ब्रिजलाल बियाणी विज्ञान महाविद्यालय	७	२	...	...	३४	१	...	...	...	...	...	...	...	...	...	...	...	...	३४	[illegible]
(१५)	विद्याभारती विज्ञान महाविद्यालय	८	२	...	...	१००	६	...	...	...	...	...	...	...	...	...	...	...	...	१००	[illegible]
(१६)	डॉ. बाबासाहेब आंबेडकर कला-वाणिज्य महाविद्यालय	११	२	६६	१८	...	...	४१	...	...	...	...	...	...	...	...	...	...	...	१०७	[illegible]
	(ब) इतर ठिकाणे :																				
(१७)	महात्मा फुले महाविद्यालय, वरूड ...	१९	...	२८६	१४२	१२२	७	१०२	३	...	...	...	...	...	...	...	...	...	...	५१०	[illegible]
(१८)	आदर्श महाविद्यालय, धामणगाव ...	१६	...	१४४	७०	४०	५	२०७	...	...	...	...	...	...	...	...	...	...	...	३९१	[illegible]
(१९)	कला-वाणिज्य महाविद्यालय, दर्यापूर	१२	...	२२२	७१	...	...	१९१	...	...	...	...	...	...	...	...	...	...	...	४१३	[illegible]
(२०)	जगदंब महाविद्यालय, अचलपूर ...	२१	२	२३२	१०५	७१	११	१३८	२	...	...	...	...	...	...	...	...	...	...	४४१	[illegible]
(२१)	श्रीमती राधाबाई सारडा कला-वाणिज्य महाविद्यालय, अंजनगाव-सूर्जी	१२	१	२६०	८५	...	...	१८३	१	...	...	...	...	...	...	...	...	...	...	४४३	[illegible]
(२२)	गो. सि. टोंपे महाविद्यालय, चांदूर-बाजार	११	२	१३६	५४	...	...	१२०	१०	...	...	...	...	...	...	...	...	...	...	२५६	[illegible]
(२३)	भगवंतराव शिवाजी पाटील कला-वाणिज्य म. वि., परतवाडा ...	१२	२	२७५	१००	...	...	२६७	५	...	...	...	...	...	...	...	...	...	...	५४२	[illegible]

क्रमांक	विद्यापीठाची संलग्न महाविद्यालये	अध्यापकांची संख्या		विद्यार्थ्यांची संख्या: वाङ्मय व सामाजिक शास्त्रे विद्याशाखा		विज्ञान विद्याशाखा		वाणिज्य विद्याशाखा		गृहविज्ञान विद्याशाखा		शिक्षण विद्याशाखा		विधि विद्याशाखा		तांत्रिकी व अभियांत्रिकी विद्याशाखा		वैद्यक विद्याशाखा		एकूण	
		पुरुष	महिला	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी
	अमरावती जिल्हा (पूर्ण)																				
(२४)	भारतीय कला-वाणिज्य महाविद्यालय, मोर्शी	१२	१	१५५	६३	...	...	९३	...	...	...	...	...	...	...	...	...	...	...	२४८	६३
(२५)	विज्ञान महाविद्यालय, मोर्शी ...	१३	...	...	...	८१	८	...	...	...	...	...	...	...	...	...	...	...	...	८१	८
(२६)	या. द. व. देशमुख कला-वाणिज्य महाविद्यालय, तिवसा ...	९	...	१६८	३०	...	...	६२	...	...	...	...	...	...	...	...	...	...	...	२३०	३०
(२७)	अशोक कला-वाणिज्य महाविद्यालय, चांदुर-रेल्वे	१०	२	९५	५०	...	...	१०२	...	...	...	...	...	...	...	...	...	...	...	१९७	५०
(२८)	गुरुदेव आयुर्वेद महाविद्यालय, (गुरुकुंज) मोझरी	६	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	५३	५	५३	५
(२९)	कला-वाणिज्य महाविद्यालय, बडनेरा	६	१	८२	१७	...	...	४१	...	...	...	...	...	...	...	...	...	...	...	१२३	१७
	एकूण बेरीज (अमरावती जिल्हा) :	६०३	९०	४५०९	२२१४	२३३०	३०९	३४६४	२४	...	...	४०८	९४	२१८	६	६५९	१	१७५	११	११७६३	२६५९
	(३) अकोला जिल्हा :																				
	(अ) अकोला :																				
(१)	सिताबाई कला महाविद्यालय ...	२४	५	८६०	२५१	...	...	...	...	...	...	...	...	२७६	१०	...	...	...	...	११३६	२६१
(२)	शासकीय शिक्षण महाविद्यालय ...	१२	३	...	...	...	...	...	...	...	...	६३	३१	...	...	...	...	...	...	६३	३१
(३)	श्री. शिवाजी कला-वाणिज्य महाविद्यालय	४०	५	५५९	१४८	३२०	६	४७९	५	...	...	...	...	...	...	...	...	...	...	१३५८	१५९
(४)	श्रीमती लक्ष्मीबाई राधाकिसन तोष्णीवाल वाणिज्य महाविद्यालय ...	२६	१	...	...	...	...	१५९६	१०	...	...	...	...	...	...	...	...	...	...	१५९६	१०
(५)	श्री. राधाकिसन लक्ष्मीनारायण तोष्णीवाल विज्ञान महाविद्यालय... ...	४९	५	...	...	१०१६	१६८	...	...	...	...	...	...	...	...	...	...	...	...	१०१६	१६८
(६)	श्री. राधाकिसन तोष्णीवाल आयुर्वेद महाविद्यालय	१४	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	३०	५	३०	५
(७)	श्रीमती राधादेवी गोयनका महिला महाविद्यालय	४	१२	...	५०७	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	५०७
	(ब) इतर ठिकाणे :																				
(८)	राजस्थान आर्य कला व मिठुलालजी कचोलिया वाणिज्य म. वि., वाशिम	१८	...	३८१	११५	...	...	२५०	...	...	...	...	...	...	...	...	...	...	...	६३१	११५
(९)	श्री शिवाजी महाविद्यालय, आकोट	१५	...	४१२	१००	...	...	३१८	...	...	...	...	...	...	...	...	...	...	...	७३०	१००
(१०)	कि. न. कला-वाणिज्य महाविद्यालय, कारंजा	१४	...	१२५	१२५	...	...	२६३	...	...	...	...	...	...	...	...	...	...	...	३८८	१२५
(११)	श्री. गाडगे महाराज महाविद्यालय, मुर्तिजापूर.	१२	१	२२५	१२६	...	...	२३४	४	...	...	...	...	...	...	...	...	...	...	४५९	१३०

क्रमांक	विद्यापीठाची संलग्न महाविद्यालये	अध्यापकांची संख्या		विद्यार्थ्यांची संख्या: वाङ्मय व सामाजिक शास्त्रे विद्याशाखा		विज्ञान विद्याशाखा		वाणिज्य विद्याशाखा		गृहविज्ञान विद्याशाखा		शिक्षण विद्याशाखा		विधि विद्याशाखा		तांत्रिकी व अभियांत्रिकी विद्याशाखा		वैद्यक विद्याशाखा		एकूण	
		पुरुष	महिला	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी
	अकोला जिल्हा (पूर्ण)																				
(१२)	डॉ. ह. ना. सिन्हा कला-वाणिज्य महाविद्यालय, पातूर	१०	१	२०८	२५	...	...	७४	...	...	...	...	...	...	...	...	...	...	...	२८२	२५
(१३)	डॉ. गोपाळराव खेडकर महाविद्यालय, गाडेगाव (तेल्हारा)	१३	...	१७७	४३	...	...	१२८	...	...	...	...	...	...	...	...	...	...	...	३०५	४३
(१४)	श्री. वसंतराव नाईक महाविद्यालय, मंगरूळपीर	८	...	१०६	१८	...	...	४०	...	...	...	...	...	...	...	...	...	...	...	१४६	१८
	एकूण बेरीज (अकोला जिल्हा) :	२५९	३३	३०५३	१४५८	१३३६	१७४	३३८२	१९	...	...	६३	३१	२७६	१०	...	...	३०	५	८१४०	१६९७
	(४) भंडारा जिल्हा :																				
(अ)	**भंडारा :**																				
(१)	ज. मु. पटेल कला-वाणिज्य महाविद्यालय	३२	२	५१५	२१५	...	...	६४५	४	...	...	...	...	...	...	...	...	...	...	११६०	२१९
(२)	शासकीय शिक्षण महाविद्यालय	७	५	...	...	...	...	...	...	...	...	५९	२१	...	...	...	...	...	...	५९	२१
(ब)	**इतर ठिकाणे :**																				
(३)	न. मा. दलाल कला-वाणिज्य महाविद्यालय, गोंदिया	४३	...	४९१	५	...	...	६५४	१	...	...	...	...	१०६	४	...	...	...	...	१२५१	१०
(४)	धोटे बंधू विज्ञान महाविद्यालय, गोंदिया	३०	३	...	...	५६०	७२	...	...	...	...	...	...	...	...	...	...	...	...	५६०	७२
(५)	श्रीमती सरस्वतीबाई महिला महाविद्यालय, गोंदिया	१	१५	...	३८५	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	३८५
(६)	पुंजाभाई पटेल शिक्षण महाविद्यालय, गोंदिया	१०	१	...	...	...	...	...	...	...	...	१३६	५८	...	...	...	...	...	...	१३६	५८
(७)	समर्थ महाविद्यालय, लाखनी	१७	...	२६८	४५	...	...	२७६	२	...	...	...	...	...	...	...	...	...	...	५४४	४७
(८)	सेठ नरसिंगदास मोर कला-वाणिज्य महाविद्यालय, तुमसर	१६	३	२०७	११९	...	...	३८७	...	...	...	...	...	...	...	...	...	...	...	५९४	११९
(९)	छो. ज. पटेल कला-वाणिज्य महाविद्यालय, तिरोडा	१३	...	१४३	३४	...	...	२०९	...	...	...	...	...	...	...	...	...	...	...	३५२	३४
(१०)	मनोहरभाई पटेल कला-वाणिज्य महाविद्यालय, साकोली	१३	...	१५५	२८	...	...	१६१	...	...	...	...	...	...	...	...	...	...	...	३१६	२८
(११)	भवभूती महाविद्यालय, आमगाव	१३	...	१०७	११	...	...	१०८	...	...	...	...	...	...	...	...	...	...	...	२१५	११
	एकूण बेरीज (भंडारा जिल्हा) :	१९५	२९	१८८६	८४२	५६०	७२	२४४०	७	...	...	१९५	७९	१०६	४	...	...	...	...	५१८७	१००४

क्रमांक / विद्यापीठाची संलग्न महाविद्यालये	अध्यापकांची संख्या		विद्यार्थ्यांची संख्या: वाङ्मय व सामाजिक शास्त्रे विद्याशाखा		विज्ञान विद्याशाखा		वाणिज्य विद्याशाखा		गृहविज्ञान विद्याशाखा		शिक्षण विद्याशाखा		विधि विद्याशाखा		तांत्रिकी व अभि-यांत्रिकी विद्याशाखा		वैद्यक विद्याशाखा		एकूण	
	पुरुष	महिला	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी
(५) बुलडाणा जिल्हा :																						
(अ) बुलडाणा :																						
(१) जिजामाता महाविद्यालय ...	१८	...	५६१	११२	...	...	२४०	१	...	...	...	...	...	...	...	...	...	...	...	...	८०१	११३
(२) शासकीय शिक्षण महाविद्यालय ...	९	...	...	...	...	...	...	...	...	...	६३	८	...	...	...	...	...	...	...	...	६३	८
(ब) इतर ठिकाणे :																						
(३) मेहकर शिक्षण संस्थेचे कला-वाणिज्य महाविद्यालय, मेहकर ...	१३	१	३६९	७५	..	...	१४०	३	...	...	...	...	...	...	...	...	...	...	...	...	५०९	७८
(४) जनता कला-वाणिज्य महाविद्यालय, मलकापूर	१३	१	२६७	८१	...	...	३४०	...	...	...	...	...	...	...	...	...	...	...	...	...	६०७	८१
(५) शि. प्र. मंडळाचे कला-वाणिज्य महाविद्यालय, चिखली ...	१२	२	२६४	६७	...	...	११७	१	...	...	...	...	...	...	...	...	...	...	...	...	३८१	६८
(६) श्री. शिवाजी कला-विज्ञान महाविद्यालय, चिखली	२४	...	२७४	२	३८०	२१	...	...	...	...	...	...	...	...	...	...	...	...	...	...	६५४	२३
(७) श्रीपाद कृष्ण कोल्हटकर महाविद्यालय, जळगाव-जामोद	१४	१	१५३	३६	...	...	११७	५	...	...	...	...	...	...	...	...	...	...	...	...	२७०	४१
(८) ग. भि. मुरारका कला-वाणिज्य महाविद्यालय, शेगाव ...	१३	१	१९६	६२	...	...	२१५	...	...	...	...	...	...	...	...	...	...	...	...	...	४११	६२
(९) श्री. व्यंकटेश कला-वाणिज्य महाविद्यालय, देऊळगाव-राजा ...	११	...	२४०	४५	...	...	८६	...	...	...	...	...	...	...	...	...	...	...	...	...	३२६	४५
(१०) गो. से. कला-विज्ञान महाविद्यालय, खामगाव	५५	३	३६८	१३८	५४६	५७	५९७	५	...	...	...	...	...	...	...	...	...	...	...	...	१५११	२००
एकूण बेरीज (बुलडाणा जिल्हा) :	१८२	९	२६९२	६१८	९२६	७८	१८५२	१५	...	...	६३	८	...	...	...	...	...	...	...	...	५५३३	७१९

क्रमांक	विद्यापीठाची संलग्न महाविद्यालये	अध्यापकांची संख्या		विद्यार्थ्यांची संख्या: वाङ्मय व सामाजिक शास्त्रे विद्याशाखा		विज्ञान विद्याशाखा		वाणिज्य विद्याशाखा		गृहविज्ञान विद्याशाखा		शिक्षण विद्याशाखा		विधि विद्याशाखा		तांत्रिकी व अभियांत्रिकी विद्याशाखा		वैद्यक विद्याशाखा		एकूण	
		पुरुष	महिला	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी
	(६) चंद्रपूर जिल्हा :																				
	(अ) चंद्रपूर :																				
(१)	जनता महाविद्यालय	४८	९	४७४	२५२	४६९	१०१	४७०	...	...	...	...	...	...	...	...	...	...	...	१४१३	३५३
(२)	जनता शिक्षण महाविद्यालय ...	१४	...	...	...	...	...	...	...	...	...	१७८	४१	...	...	...	...	...	...	१७८	४१
(३)	डॉ. बाबासाहेब आम्बेडकर कला-वाणिज्य महाविद्यालय	१७	१	४७९	१२९	...	...	२४२	...	...	...	...	...	...	...	...	...	...	...	७२१	१२९
(४)	सरदार पटेल महाविद्यालय ...	१६	७	३५९	२०१	...	...	२२२	२	...	...	...	...	...	...	...	...	...	...	५८१	२०३
	(ब) इतर ठिकाणे :																				
(५)	नेवजाबाई हितकारिणी महाविद्यालय, ब्रम्हपुरी	३९	३	५६९	४९	२६३	१४	७१८	...	...	...	...	...	...	...	...	...	...	...	१५५०	६३
(६)	डॉ. बाबासाहेब आंबेडकर कला-वाणिज्य महाविद्यालय, ब्रम्हपुरी ...	१०	...	१५३	१८	...	...	१४०	...	...	...	...	...	...	...	...	...	...	...	२९३	१८
(७)	आनंद निकेतन महाविद्यालय, वरोडा	३१	१	२३७	७३	४०९	१७	२४३	...	...	...	...	...	...	...	...	...	...	...	८८९	९०
(८)	ज्ञानेश महाविद्यालय, नवरगाव ...	१२	१	१५९	१९	...	...	१३३	...	...	...	...	...	...	...	...	...	...	...	२९२	१९
(९)	कर्मवीर महाविद्यालय, मूल ...	१२	...	८८	१८	...	...	१२०	१	...	...	...	...	...	...	...	...	...	...	२०८	१९
(१०)	श्री शिवाजी कला-वाणिज्य महाविद्यालय, गडचिरोली	९	...	६६	२१	...	...	२५	...	...	...	...	...	...	...	...	...	...	...	९१	२१
(११)	गुरूनानक विज्ञान महाविद्यालय, बल्लारपूर	१७	...	...	...	११५	१२	...	...	...	...	...	...	...	...	...	...	...	...	११५	१२
(१२)	महात्मा ज्योतिबा फुले महाविद्यालय, बल्लारपूर	९	...	८३	२५	...	...	७२	...	...	...	...	...	...	...	...	...	...	...	१५५	२५
(१३)	राष्ट्रसंत तुकडोजी महाराज महाविद्यालय, चिमूर	१०	३	४६	९	...	...	१८	...	...	...	...	...	...	...	...	...	...	...	६४	९
	एकूण बेरीज (चंद्रपूर जिल्हा) :	२४४	२५	२७१३	८१४	१२५६	१४४	२४०३	३	...	...	१७८	४१	...	...	...	...	...	...	६५५०	१००२

क्रमांक	विद्यापीठाची संलग्न महाविद्यालये	अध्यापकांची संख्या पुरुष	अध्यापकांची संख्या महिला	वाङमय व समाज विज्ञान विद्याशाखा विद्यार्थी	वाङमय व समाज विज्ञान विद्याशाखा विद्यार्थिनी	विज्ञान विद्याशाखा विद्यार्थी	विज्ञान विद्याशाखा विद्यार्थिनी	वाणिज्य विद्याशाखा विद्यार्थी	वाणिज्य विद्याशाखा विद्यार्थिनी	गृहविज्ञान विद्याशाखा विद्यार्थी	गृहविज्ञान विद्याशाखा विद्यार्थिनी	शिक्षण विद्याशाखा विद्यार्थी	शिक्षण विद्याशाखा विद्यार्थिनी	विधि विद्याशाखा विद्यार्थी	विधि विद्याशाखा विद्यार्थिनी	तांत्रिकी व अभियांत्रिकी विद्याशाखा विद्यार्थी	तांत्रिकी व अभियांत्रिकी विद्याशाखा विद्यार्थिनी	वैद्यक विद्याशाखा विद्यार्थी	वैद्यक विद्याशाखा विद्यार्थिनी	एकूण विद्यार्थी	एकूण विद्यार्थिनी
	(७) वर्धा जिल्हा :																				
	(अ) वर्धा :																				
(१)	गो. से. वाणिज्य महाविद्यालय ...	३३	२	...	...	...	...	१६९३	३	...	...	...	...	...	...	...	...	...	...	१६९३	३
(२)	स्वावलंबी शिक्षण महाविद्यालय ...	१२	३	...	...	...	...	...	...	...	...	१३३	७९	...	...	...	...	...	...	१३३	७९
(३)	यशवन्त महाविद्यालय	२६	१०	६६६	४९४	...	...	...	...	...	८५	...	...	१२४	...	...	...	...	...	७९०	५७९
(४)	जानकीदेवी बजाज विज्ञान महाविद्यालय	३४	२	...	...	७६०	७८	...	...	...	...	...	...	...	...	...	...	...	...	७६०	७८
(५)	कॉलेज ऑफ रूरल सर्व्हिसेस	११	...	१५५	३७	...	...	...	...	...	...	...	...	...	...	...	...	...	...	१५५	३७
	(ब) इतर ठिकाणे :																				
(६)	रा. सुं. बिडकर कला-वाणिज्य महाविद्यालय, हिंगणघाट ...	१६	१	२१२	१९४	...	...	४०७	१	...	...	...	...	...	...	...	...	...	...	६१९	१९५
(७)	कला-वाणिज्य महाविद्यालय, आर्वी ...	१३	२	१६५	११९	...	...	२७२	६	...	...	...	...	...	...	...	...	...	...	४३७	१२५
(८)	सुवालाल पाटणी कला-वाणिज्य महाविद्यालय, पुलगाव	१३	...	१५६	१५६	...	...	१६९	...	...	...	...	...	...	...	...	...	...	...	३२५	१५६
(९)	महात्मा गांधी इन्स्टिटयूट ऑफ मेडिकल सायंसेस, सेवाग्राम, वर्धा ...	३७	११	...	...	...	...	...	...	...	...	...	...	...	...	...	...	१७४	६५	१७४	६५
(१०)	यशवन्त महाविद्यालय, सेलू ...	७	...	५६	४०	...	...	२७	...	...	...	...	...	...	...	...	...	...	...	८३	४०
	एकूण बेरीज (वर्धा जिल्हा) :	२०२	३१	१४१०	१०४०	७६०	७८	२५६८	१०	...	८५	१३३	७९	१२४	...	...	...	१७४	६५	५१६९	१३५७

क्रमांक	विद्यापीठाची संलग्न महाविद्यालये	अध्यापकांची संख्या		विद्यार्थ्यांची संख्या																			
				वाङ्मय व समाज विज्ञान विद्याशाखा		विज्ञान विद्याशाखा		वाणिज्य विद्याशाखा		गृहविज्ञान विद्याशाखा		शिक्षण विद्याशाखा		विधि विद्याशाखा		तांत्रिकी व अभियांत्रिकी विद्याशाखा		वैद्यक विद्याशाखा		एकूण	
		पुरुष	महिला	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी	विद्यार्थी	विद्यार्थिनी
	(८) यवतमाळ जिल्हा :																						
	(अ) यवतमाळ :																						
(१)	अमोलकचंद महाविद्यालय	६३	६	६९९	१०८	६३५	८६	५७६	...	...	...	...	...	९१	१	...	...	...	...	२००१	१९५
(२)	वाणिज्य महाविद्यालय	१९	४	३००	१५४	...	...	२७३	४	...	...	...	...	...	...	...	...	...	...	५७३	१५८
(३)	शासकीय शिक्षण महाविद्यालय ...	७	१	...	...	...	...	...	...	...	...	५४	१५	...	...	...	...	...	...	५४	१५
(४)	डायाभाई मावजी मजिथीया आयुर्वेद महाविद्यालय	१४	३	...	...	...	...	...	...	...	...	...	...	...	...	...	...	६१	४	६१	४
(५)	लोकनायक बापूजी अणे महिला महाविद्यालय	३	८	...	२६८	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	२६८
	(ब) इतर ठिकाणे :																						
(६)	लोकमान्य टिळक महाविद्यालय, वणी	१७	२	२२१	१११	...	...	३५४	...	...	...	...	...	...	...	...	...	...	...	५७५	१११
(७)	डी. व्ही. एस्. पी. कला व नारायणराव भट वाणिज्य महाविद्यालय, दिग्रस	१२	१	३५३	३८	...	...	१३०	...	...	...	...	...	...	...	...	...	...	...	४८३	३८
(८)	नेहरु कला-वाणिज्य महाविद्यालय, नेरपरसोपंत	१०	१	१२२	१६	...	...	१२०	...	...	...	...	...	...	...	...	...	...	...	२४२	१६
(९)	कला-वाणिज्य महाविद्यालय, उमरखेड	१२	...	२४०	३६	...	...	८६	...	...	...	...	...	...	...	...	...	...	...	३२६	३६
(१०)	गिलाणी कला-वाणिज्य महाविद्यालय, घाटंजी	१०	१	१८२	३८	...	...	१८१	...	...	...	...	...	...	...	...	...	...	...	३६३	३८
(११)	फुलसिंग नाईक महाविद्यालय, पुसद	१७	...	६३२	५२	...	...	२०७	...	...	...	...	...	...	...	...	...	...	...	८३९	५२
(१२)	कला-वाणिज्य महाविद्यालय, पांढरकवडा	११	२	१८७	६५	...	...	१४८	१	...	...	...	...	...	...	...	...	...	...	३३५	६६
(१३)	श्री. मुंगसाजी महाराज महाविद्यालय, दारव्हा	११	१	१२७	२४	...	...	५१	...	...	...	...	...	...	...	...	...	...	...	१७८	२४
	एकूण बेरीज (यवतमाळ जिल्हा) :	२०६	३०	३०६३	९१०	६३५	८६	२१२६	५	...	...	५४	१५	९१	१	...	...	६१	४	६०३०	१०२१
	(क) संलग्न महाविद्यालयांची बेरीज :	३०३७	५८१	२३७१९	१३६५८	१२५२७	२३४९	२८५३२	२५७	...	३९२	११७७	३६३	८१५	२१	१७५५	३३	१७७९	५०३	७०३०४	१७५७६
	एकूण बेरीज (अ+ब+क) :	३२६८	६०६	२४४०२	१३९९१	१२८३७	२४२५	२८५७०	२५७	...	४१२	१३६१	४६१	१७८०	६९	२२५०	३५	१९३४	५०७	७३१३४	१८१५७

१९७२–७३ सत्रातील अध्यापकांचे विद्याशाखांनुसार व विद्यार्थी/विद्यार्थिनी यांचे अभ्यासक्रमानुसार विवरण

क्रमांक	विद्याशाखा	शिक्षक			पूर्व–विद्यापीठ			स्नातक			स्नातकोत्तर			प्रमाणपत्र/पदविका			एकूण विद्यार्थी		
		पुरुष	महिला	एकूण	विद्यार्थी	विद्यार्थिनी	एकूण	विद्यार्थी	विद्यार्थिनी	एकूण	विद्यार्थी	विद्यार्थिनी	एकण	विद्यार्थी	विद्यार्थिनी	एकूण	विद्यार्थी	विद्यार्थिनी	एकूण
१व२.	वाङ्मय व समाज विज्ञान	१२३६	३४४	१५८०	१०२०९	५११३	१५३२२	१२४५८	८०९९	२०५५७	१४२३	६७५	२०९८	३१२	१०४	४१६	२४४०२	१३९९१	३८३९३
३.	विज्ञान	७८८	१०५	८९३	४७४५	६८९	५४३४	७४७२	१५८५	९०५७	६२०	१५१	७७१	...	...	...	१२८३७	२४२५	१५२६२
४.	वाणिज्य	४८९	९	४९८	१०५९३	९०	१०६८३	१५९०८	१५६	१६०६४	२०३१	११	२०४२	३८	...	३८	२८५७०	२५७	२८८२७
५.	विधि	५८	...	५८	...	...	...	१७५९	६९	१८२८	२१	...	२१	...	...	...	१७८०	६९	१८४९
६.	अभियांत्रिकी व तांत्रिकी...	२४५	७	२५२	...	...	...	२१३०	३४	२१६४	११२	१	११३	८	...	८	२२५०	३५	२२८५
७.	शिक्षण	१२१	२५	१४६	...	...	...	१०००	३१८	१३१८	५९	१७	७६	३०२	१२६	४२८	१३६१	४६१	१८२२
८.	गृह-विज्ञान...	४	२२	२६	...	५५	५५	...	३३७	३३७	...	२०	२०	...	...	...	...	४१२	४१२
९.	वैद्यक	३२७	९४	४२१	...	...	...	१८७३	४९६	२३६९	४९	५	५४	१२	६	१८	१९३४	५०७	२४४१
	एकूण बेरीज :	३२६८	६०६	३८७४	२५५४७	५९४७	३१४९४	४२६००	११०९४	५३६९४	४३१५	८८०	५१९५	६७२	२३६	९०८	७३१३४	१८१५७	९१२९१

Gurukula Kangri
Vishwavidyalaya
Hardwar.

Statement showing the Number of Candidates Admitted, Appeared and Successful (Division-wise) at the Examinations of March/April, 1973

S. No.	Examination	No. of Candidates Admitted			No. of Candidates Present			Number of Candidates Passed (Division-wise)								Total Passed	Percentage of Passes
								Boys				Girls					
		Boys	Girls	Total	Boys	Girls	Total	Ist	IInd	IIIrd	Total	Ist	IInd	IIIrd	Total		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	I. & II. Faculties of Arts (including Fine Art) and Social Sciences.																
1.	Ph. D.	14	4	18	14	4	18	..	..	..	14	..	..	..	4	18	100.00
2.	M. A.	927	517	1414	850	484	1334	10	202	288	500	24	157	171	352	852	63·86
3.	M. A., Part-I	2208	819	3027	1695	722	2417	..	..	..	764	..	..	..	479	1243	51·42
4.	B. A.	4937	2656	7593	4646	2579	7225	7	382	1123	1512	42	687	524	1253	2765	38·27
5.	First B. A.	8606	4693	13299	8182	4608	12790	..	..	..	2497	..	..	..	2242	4739	370·5
6.	Pre-University Arts	11637	5796	17433	11157	5689	16846	37	730	2124	2891	122	973	1244	2339	5230	31·04
7.	B. A. (Rural Services) ..	17	2	19	17	2	19	..	14	1	15	..	1	..	1	16	84·21
8.	First B. A. (Rural Services) ..	87	18	105	87	18	105	..	..	..	63	..	..	..	11	74	40·47
9.	Pre-University (Rural Services) ..	85	16	101	85	16	101	1	29	36	66	..	11	4	15	81	80·20
10.	Bachelor of Social Work (B. S. W.)	31	42	73	31	42	73	..	13	2	15	1	27	5	33	48	65·75
11.	First B. S. W.	42	46	88	42	45	87	..	..	..	29	..	..	..	25	54	62·07
12.	Diploma in Social Work ..	6	..	6	5	..	5	..	4	..	4	..	..	..	..	4	80·00
13.	Diploma in Social Work, Part-I ..	11	3	14	6	3	9	..	..	..	3	..	..	..	2	5	55·55
14.	Certificate in Social Work ..	41	54	95	37	53	90	..	6	3	9	..	11	5	16	25	27·77
15.	Bachelor of Library Science ..	35	19	54	31	19	50	..	10	7	17	2	10	2	14	31	62,00
16.	Certificate in Library Science ..	43	6	49	40	6	46	6	12	8	26	2	3	..	5	31	67·39
17.	Bachelor of Journalism ..	20	4	24	20	4	24	7	8	4	19	2	2	..	4	23	95·83
18.	Bachelor of Fine Art ..	14	3	17	14	3	17	2	4	..	6	1	1	1	3	9	52·94

S. No.	Examination	No. of Candidates Admitted			No. of Candidates Present			Number of Candidates Passed (Division-wise)								Total Passed	Percentage of Passes
								Boys				Girls					
		Boys	Girls	Total	Boys	Girls	Total	Ist	IInd	IIIrd	Total	Ist	IInd	IIIrd	Total		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	I & II. Faculties of Arts (including fine Art) and Social Sciences (Concld.)																
19.	Preparatory Exam. for Bachelor of Fine Art	33	3	36	33	3	36	1	19	2	22	..	3	..	3	25	69·44
20.	Diploma in Local Self-Government	10	..	10	9	..	9	..	2	7	9	..	..	..	..	9	100·00
21.	Diploma in Teaching of English ..	28	8	36	27	8	35	..	..	..	13	..	..	..	2	15	42·85
22.	Junior Diploma in Teaching of English	9	1	10	7	1	8	2	1	..	3	1	..	..	1	4	50·00
23.	Second Certificate in English ..	1	7	8	1	3	4	..	..	1	1	3	..	..	3	4	100·00
24.	Higher Dip. in French Language..	1	2	3	1	2	3	..	..	..	..	..	2	..	2	2	66·66
25.	Higher Dip. in Russian Language	1	..	1	1	..	1	1	..	..	1	..	..	..	..	1	100·00
26.	Higher Dip. in German Language	3	..	3	2	..	2	..	1	..	1	..	..	..	..	1	50·00
27.	Junior Dip. in French Language ..	4	3	7	4	3	7	2	1	..	3	2	1	..	3	6	85·71
28.	Junior Dip. in Russian Language..	4	2	6	4	2	6	3	..	..	3	2	..	..	2	5	83·33
29.	Junior Dip. in German Language	5	3	8	5	3	8	2	2	..	4	..	2	..	2	6	75·02
30.	Certificate in French Language ..	18	6	24	16	6	22	2	7	..	9	2	1	..	3	12	54·54
31.	Certificate in Russian Language ..	15	3	18	12	3	15	7	2	..	9	3	..	..	3	12	80·00
32.	Certificate in German Language ..	47	8	55	41	7	48	7	16	..	23	1	3	..	4	27	56·25
33.	Higher Dip. in Oriental Learning..	5	..	5	4	..	4	..	1	1	2	..	..	..	..	2	50·00
34.	Senior Dip. in Oriental Learning ..	16	..	16	16	..	16	..	6	4	10	..	..	..	..	10	62·50
35.	Junior Dip. in Oriental Learning ..	32	10	42	27	8	35	4	12	8	24	6	1	1	8	32	91·42
36.	Pre-Junior Diploma in Oriental Learning (Sanskrit)	..	6	6	..	6	6	..	..	..	..	5	1	..	6	6	100·00
	Total ..	**28993**	**14760**	**43753**	**27169**	**14352**	**41521**	..	..	..	**8587**	..	..	..	**6840**	**15427**	

S. No.	Examination	No. of Candidates Admitted			No. of Candidates Present			Number of Candidates Passed (Division-wise)								Total Passed	Percentage of Passes
								Boys				Girls					
		Boys	Girls	Total	Boys	Girls	Total	Ist	IInd	IIIrd	Total	Ist	IInd	IIIrd	Total		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	III. Faculty of Science :																
1.	Ph. D.	19	4	23	19	4	23	..	..	..	19	..	..	..	4	23	100·00
2.	M. Sc.	270	73	343	266	69	335	79	117	13	209	30	29	4	63	272	81·19
3.	M. Sc., Part-I	398	84	482	360	83	443	..	..	..	204	..	..	..	68	272	61·40
4.	M. Sc. Tech. (Applied Geology), Part-III	4	..	4	4	..	4	2	2	..	4	..	..	..	..	4	100·00
5.	M. Sc. Tech. (Applied Geology), Part-II	7	1	8	7	1	8	..	..	..	7	..	..	..	1	8	100·00
6.	M. Sc. Tech. (Applied Geology), Part-I	10	..	10	10	..	10	..	..	..	10	..	..	..	..	10	100·00
7.	B. Sc.	2254	478	2732	2172	470	2642	64	455	98	617	20	180	17	217	834	31·55
8.	B. Sc., Part-I	4901	783	5984	4795	775	5570	..	..	..	1425	..	..	..	436	1861	33·41
9.	Pre-University ..	4816	679	5495	4698	677	5375	243	790	689	1722	77	188	95	360	2082	38·73
	Total ..	**12679**	**2102**	**14781**	**12331**	**2079**	**14410**	..	..	..	**4217**	..	..	..	**1149**	**5366**	
	IV. Faculty of Home-Science :																
1.	M. Sc. (Home-Science) ..	..	10	10	..	10	10	..	..	..	..	6	4	..	10	10	100·00
2.	M. Sc. (Home-Science), Part-I ..	..	12	12	..	12	12	..	..	..	..	..	..	..	9	9	75·00
3.	B. Sc. (Home-Science), Old Course	..	38	38	..	38	38	..	..	..	..	..	23	1	24	24	63·15
4.	B. Sc.(Home-Science), New Course	..	67	67	..	67	67	..	..	..	..	8	54	1	63	63	84·03
5.	Second B. Sc .(Home-Science) ..	..	116	116	..	115	115	..	..	..	..	..	..	..	89	89	77·39
6.	First B. Sc. (Home-Science) ..	..	119	119	..	119	119	..	..	..	..	..	..	..	96	96	80·67
7.	Pre-University ..	..	54	54	..	54	54	..	..	..	..	5	25	9	39	39	72·22
	Total ..	..	**416**	**416**	..	**415**	**415**	..	..	..	..	..	..	..	**330**	**330**	

S. No.	Examination	No. of Candidates Admitted			No. of Candidates Present			Number of Candidates Passed (Division-wise)								Total Passed	Percentage of Passes
								Boys				Girls					
		Boys	Girls	Total	Boys	Girls	Total	Ist	IInd	IIIrd	Total	Ist	IInd	IIIrd	Total		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	V. Faculty of Commerce :																
1.	Ph. D.	2	..	2	2	..	2	..	..	..	2	..	..	..	..	2	100·00
2.	M. Com.	1129	7	1136	1015	7	1022	18	333	152	503	1	1	3	5	508	49·71
3.	M. Com., Part-I	1695	9	1704	1528	8	1536	..	..	..	850	..	..	..	6	856	55·73
4.	B. Com., Part-II	4770	43	4813	4548	42	4590	6	786	1517	2309	..	16	17	33	2342	51·04
5.	B. Com., Part-I	9046	84	9130	8752	83	8835	..	..	..	4015	..	..	..	68	4083	48·98
6.	Pre-University	10976	93	11069	10805	93	10898	91	1606	2915	4612	8	26	23	57	4669	42·84
7.	Diploma in Business Management	37	..	37	37	..	37	10	17	..	27	..	..	..	..	27	72·97
	Total	**27655**	**236**	**27891**	**26687**	**233**	**26920**	..	..	..	**12318**	..	..	..	**169**	**12487**	
	VI. Faculty of Education :																
1.	Ph. D.	..	1	1	..	1	1	..	..	..	..	..	..	..	1	1	100·00
2.	B. Ed. (General & Basic)	889	316	1205	887	315	1202	129	518	134	781	89	160	30	279	1060	88·18
3.	Dip. Ed.	140	89	229	139	88	227	28	68	17	113	18	38	6	62	175	77·09
4.	Bachelor of Physical Education	24	1	25	24	1	25	5	17	..	22	1	..	..	1	23	92·00
5.	Second Bachelor of Physical Eeducation	48	1	49	48	1	49	..	..	..	46	..	..	..	1	47	95·92
6.	First Bachelor of Physical Education	67	8	75	67	8	75	..	..	..	62	..	..	..	8	70	93·33
7.	Diploma in Physical Education	161	35	196	161	35	196	146	14	..	160	33	2	..	35	195	99·49
	Total	**1329**	**451**	**1780**	**1326**	**448**	**1774**	..	..	..	**1184**	..	..	..	**387**	**1571**	

S. No.	Examination	No. of Candidates Admitted			No. of Candidates Present			Number of Candidates Passed (Division-wise)								Total Passed	Percentage of Passes
								Boys				Girls					
		Boys	Girls	Total	Boys	Girls	Total	Ist	IInd	IIIrd	Total	Ist	IInd	IIIrd	Total		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	VII. Faculty of Law :																
1.	LL. M.	5	..	5	4	..	4	..	1	..	1	..	..	..	..	1	25·00
2.	LL. M., Part-I	42	..	42	28	..	28	..	..	..	2	..	..	..	..	2	7·14
3.	LL. B.	168	3	171	152	3	155	16	94	..	110	2	..	..	2	112	72·26
4.	LL. B., Part-II	351	3	354	325	3	328	..	..	..	116	..	..	..	3	119	36·28
5.	LL. B., Part-I	1006	36	1042	781	31	812	..	..	..	154	..	..	..	11	165	20·32
6.	B. G. L.	48	9	57	44	8	52	5	12	..	17	2	4	..	6	23	44·23
7.	B. G. L., Part-I	88	8	96	63	6	69	..	..	..	24	..	..	..	5	29	42·03
	Total ..	**1708**	**59**	**1767**	**1397**	**51**	**1448**	..	..	..	**424**	..	..	..	**27**	**451**	
	VIII. Faculty of Engineering and Technology :																
1.	Ph. D.	2	..	2	2	..	2	..	..	..	2	..	..	..	..	2	100·00
2.	M. E. (By Thesis)	4	..	4	4	..	4	..	..	..	4	..	..	..	..	4	100·00
3.	Second Semester M. Tech., Part-I (Chemical Engineering) ..	3	..	3	3	..	3	..	..	..	1	..	..	..	..	1	33·33
4.	First Semester M. Tech., Part-I (Chemical Engineering) ..	2	..	2	2	..	2	..	..	..	2	..	..	..	..	2	100·00
5.	Second Semester M. Tech., Part-I (Chemical Technology) ..	11	..	11	11	..	11	..	..	..	9	..	..	..	..	9	81·81

S. No.	Examination	No. of Candidates Admitted			No. of Candidates Present			Number of Candidates Passed (Division-wise) — Boys				Girls				Total Passed	Percentage of Passes
		Boys	Girls	Total	Boys	Girls	Total	Ist	IInd	IIIrd	Total	Ist	IInd	IIIrd	Total		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Faculty of Engineering and Technology (Contd.)																	
6.	First Semester M. Tech., Part-I (Chemical Technology) ..	8	..	8	8	..	8	..	..	..	4	..	..	..	..	4	50·00
7.	Second Semester M. Tech. in Civil Engineering including Applied Mechanics (P. H. E.) ..	1	..	1	1	..	1	..	..	..	1	..	..	..	..	1	100·00
8.	Second Semester M. Tech. in Electrical Engineering (I. P. S.) ..	6	..	6	6	..	6	..	..	..	3	..	..	..	..	3	50·00
9.	First Semester M. Tech. in Electrical Engineering (I. P. S.) ..	3	..	3	3	..	3	..	..	..	3	..	..	..	..	3	100·00
10.	Fourth Semester M. Tech. in Civil Engineering including Applied Mechanics (Strul. Engg.)	4	..	4	4	..	4	..	..	..	4	..	..	..	..	4	100·00
11.	Third Semester M. Tech. in Civil Engineering including Applied Mechanics (Strul. Engg.)	1	..	1	1	..	1	..	..	..	1	..	..	..	..	1	100·00
12.	Second Semester M. Tech. in Civil Engineering including Applied Mechanics (Strul. Engg.) ..	4	..	4	4	..	4	..	..	..	4	..	..	..	..	4	100·00
13.	First Semester M. Tech. in Civil Engineering including Applied Mechanics (Strul. Engg.) ..	2	..	2	2	..	2	..	..	..	1	..	..	..	..	1	50·00
14.	Fourth Semester M. Tech. in Civil Engineering including Applied Mechanics (Hyd. Engg.) ..	3	..	2	3	..	3	..	..	..	3	..	..	..	..	3	100·00
15.	Second Semester M. Tech. in Civil Engineering including Applied Mechanics (Hyd. Engg.) ..	2	..	2	2	..	2	..	..	..	[illegible]	..	..	..	..	2	100·00
16.	Fourth Semester M. Tech. in Mechanical Engg. (H. P. Engg.)	3	..	3	3	..	3	..	..	..	[illegible]	..	..	..	..	3	100·00

S. No.	Examination	No. of Candidates Admitted			No. of Candidates Present			Number of Candidates Passed (Division-wise) Boys				Girls				Total Passed	Percentage of Passes
		Boys	Girls	Total	Boys	Girls	Total	Ist	IInd	IIIrd	Total	Ist	IInd	IIIrd	Total		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Faculty of Engineering and Technology (Contd.)																	
17.	Second Semester M. Tech. in Mechanical Engg. (H. P. Engg.) ..	4	..	4	4	..	4	..	..	..	4	..	..	..	..	4	100·00
18.	Fourth Semester M. Tech. in Mechanical Engg. (Prodn. Engg.)	8	..	8	8	..	8	..	..	..	7	..	..	..	..	7	87.50
19.	Second Semester M. Tech. in Mechanical Engg. (Prodn. Engg.)	4	..	4	4	..	4	..	..	..	4	..	..	..	..	4	100·00
20.	Fourth Semester M. Tech. in Electrical Engg. (Comn. Engg.) ..	3	..	3	3	..	3	..	..	..	3	..	..	..	..	3	100·00
21.	Second Semester M. Tech. in Electrical Engg. (Comn. Engg.) ..	6	..	6	6	..	6	..	..	..	5	..	..	..	..	5	83·33
22.	First Semester M. Tech. in Electrical Engineering (Comn. Engg.) ..	1	..	1	1	..	1	..	..	..	1	..	..	..	..	1	100·00
23.	Fourth Semester M. Tech. in Met. Engineering (Proc. Met.) ..	1	..	1	1	..	1	..	..	..	1	..	..	..	..	1	100·00
24.	Second Semester M. Tech. in Met. Engineering (Proc. Met.) ..	1	..	1	1	..	1	..	..	..	1	..	..	..	..	1	100·00
25.	First Semester M. Tech. in Met. Engineering (Proc. Met.) ..	1	..	1	1	..	1	..	..	..	1	..	..	..	..	1	100·00
26.	Second Semester, P. G. Dip. in F. A. T.	4	..	4	4	..	4	2	1	..	3	..	..	..	..	3	75·00
27.	First Semester, P.G.Dip. in F. A. T.	4	..	4	4	..	4	..	..	..	4	..	..	..	..	4	100·00
28.	Final B. Tech., Part-II (I. C.) ..	6	..	6	6	..	6	..	5	..	5	..	..	..	..	5	83·33
29.	Second Semester Final B. Tech., Part-II	67	..	67	67	..	67	47	15	..	62	..	..	..	..	62	92·54
30.	First Semester, Final B. Tech., Part-II	6	..	6	6	..	6	..	..	..	6	..	..	..	..	6	100·00

S. No.	Examination	No. of Candidates Admitted			No. of Candidates Present			Number of Candidates Passed (Division-wise)								Total Passed	Percentage of Passes
								Boys				Girls					
		Boys	Girls	Total	Boys	Girls	Total	Ist	IInd	IIIrd	Total	Ist	IInd	IIIrd	Total		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Faculty of Engineering and Technology (Contd.)																	
31.	Second Semester, Final B. Tech., Part-I	80	..	80	80	..	80	..	..	..	64	..	..	..	..	64	80·00
32.	First Semester, Final B. Tech., Part-I	5	..	5	5	..	5	..	..	..	5	..	..	..	..	5	100·00
33.	Second Sem., Third Year B. Tech.	75	..	75	75	..	75	..	..	..	55	..	..	..	..	55	73·33
34.	First Sem., Third Year B. Tech. ..	10	..	10	10	..	10	..	..	..	6	..	..	..	..	6	60·00
35.	Second Semester, Second Year B. Tech.	92	1	93	92	1	93	..	..	..	64	..	..	..	..	64	68·82
36.	First Sem., Second Year B. Tech.	3	..	3	3	..	3	..	..	..	3	..	..	..	..	3	100·00
37.	Second Sem., First Year B. Tech.	82	..	82	82	..	82	..	..	..	73	..	..	..	..	73	89.07
38.	First Sem., First Year B. Tech. ..	16	..	16	15	..	15	..	..	..	11	..	..	..	..	11	73·33
39.	B. Sc. (Tech.)	11	..	11	11	..	11	7	4	..	11	..	..	..	..	11	100·00
40.	Second Sem., Second Year B. Sc. (Tech.)	30	..	30	30	..	30	..	..	..	20	..	..	..	..	20	66·67
41.	First Semester Second Year B. Sc. (Tech.)	4	..	4	4	..	4	..	..	..	2	..	..	..	..	2	50·00
42.	Second Semester First Year B. Sc. (Tech.)	41	1	42	40	1	41	..	..	..	35	..	..	..	1	36	87·80
43.	First Semester First Year B. Sc. (Tech.)	4	1	5	4	1	5	..	..	..	3	..	..	..	1	4	80·00
44.	Entrance Examination for Admission to P. G. Course in Engg. & Technology (Except Chemical Engineering and Chemical Technology)	5	..	5	..	..	..	..	..	..	..	..	..	..	..	..	..

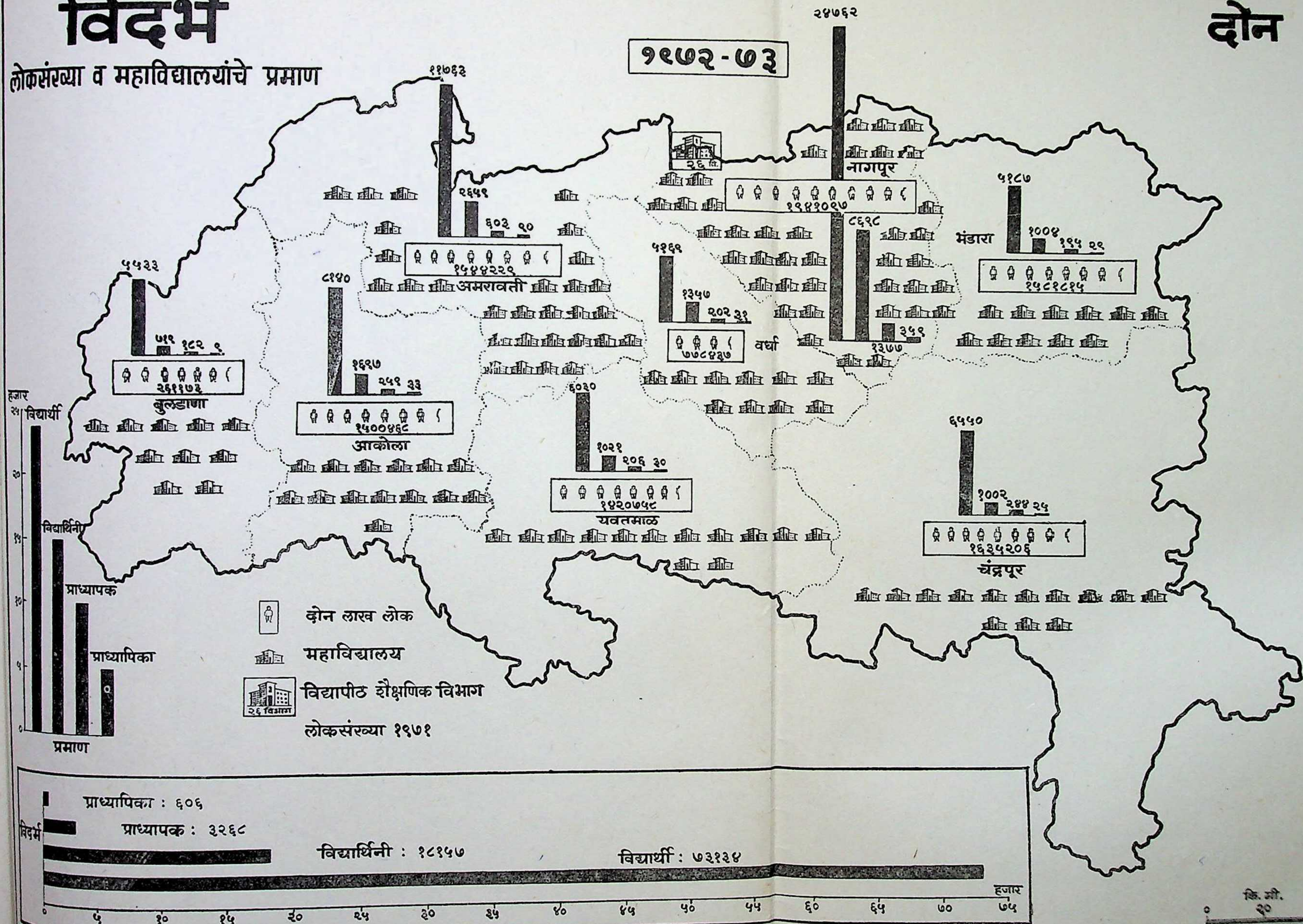
S. No.	Examination	No. of Candidates Admitted			No. of Candidates Present			Number of Candidates Passed (Division-wise)								Total Passed	Percentage of Passes
								Boys				Girls					
		Boys	Girls	Total	Boys	Girls	Total	Ist	IInd	IIIrd	Total	Ist	IInd	IIIrd	Total		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Faculty of Engineering and Technology (Concld.)																	
45.	Final B. E. (I. C.)	8	..	8	7	..	7	..	5	..	5	..	..	..	..	5	71·43
46.	Fourth B. E.	1	..	1	1	..	1	..	..	..	..	..	..	..	..	..	..
47.	Tenth Semester, B. E.	445	8	453	445	8	453	259	152	5	416	6	2	..	8	424	93·60
48.	Ninth Semester, B. E. ..	42	..	42	42	..	42	..	..	..	33	..	..	..	..	33	78·57
49.	Eighth Semester, B.E.	318	1	319	316	1	317	..	..	..	246	..	..	..	1	247	77·92
50.	Seventh Semester, B. E. ..	169	..	169	167	..	167	..	..	..	96	..	..	..	..	96	57·48
51.	Sixth Semester, B. E.	173	..	173	172	..	172	..	..	..	147	..	..	..	..	147	85·47
52.	Fifth Semester, B. E.	187	..	187	185	..	185	..	..	..	148	..	..	..	..	148	80·00
53.	Fourth Semester, B. E. ..	272	..	272	272	..	272	..	..	..	149	..	..	..	..	149	54·78
54.	Third Semester, B. E.	262	..	262	261	..	261	..	..	..	175	..	..	..	..	175	67·05
55.	Second Semester, B. E. ..	102	..	102	102	..	102	..	..	..	61	..	..	..	..	61	59·80
56.	First Semester, B. E.	144	1	145	143	1	144	..	..	..	107	..	..	..	1	108	75·00
57.	Final B. Arch.	25	4	29	25	4	29	3	16	..	19	1	2	..	3	22	75·86
58.	Third B. Arch.	16	3	19	16	3	19	11	2	..	13	3	..	..	3	16	84·21
59.	Second B. Arch.	15	4	19	14	4	18	6	5	..	11	3	..	..	3	14	77·78
60.	First B. Arch.	25	8	33	25	8	33	9	7	..	16	5	3	..	8	24	72·73
61.	Inter. B. Arch.	2	..	2	1	..	1	..	..	..	..	..	..	..	..	..	..
	Total ..	**2839**	**32**	**2871**	**2820**	**32**	**2852**	..	..	..	**2148**	..	..	..	**29**	**2177**	

S. No.	Examination	No. of Candidates Admitted			No. of Candidates Present			Number of Candidates Passed (Division-wise)								Total Passed	Percentage of Passes
								Boys				Girls					
		Boys	Girls	Total	Boys	Girls	Total	Ist	IInd	IIIrd	Total	Ist	IInd	IIIrd	Total		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
IX.	**Faculty of Medicine (including Ayurveda) :**																
1.	M. D.	16	3	19	14	3	17	..	..	..	3	..	..	..	1	4	23·40
2.	M. D. (Pharmacology)	2	..	2	2	..	2	..	..	..	2	..	..	..	..	2	100·00
3.	M. D. (Pathol. & Bact.)	2	1	3	2	1	3	..	..	..	..	..	..	..	1	1	33·33
4.	M. D. (Physiology)	..	1	1	..	1	1	..	..	..	..	..	..	..	1	1	100·00
5.	M. D. (Gynae. & Obst.)	..	7	7	..	5	5	..	..	..	..	..	..	..	2	2	40·00
6.	M. D. (Social & Preven. Med.)	1	..	1	1	..	1	..	..	..	..	..	..	..	..	..	..
7.	M. S.	9	1	10	9	..	9	..	..	..	3	..	..	..	..	3	33·33
8.	M. S. (Anatomy)	..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..
9.	M. S. (Ophthalmology)	3	1	4	3	1	4	..	..	..	..	..	..	..	1	1	25·00
10.	M. Ch. (Plastic Surgery)	1	..	1	1	..	1	..	..	..	..	..	..	..	..	..	..
11.	Diploma in (Gynae. & Obst.)	..	15	15	..	13	13	..	..	..	..	..	..	..	7	7	53·84
12.	Diploma in Ophthalmology	3	..	3	2	..	2	..	..	..	2	..	..	..	..	2	100·00
13.	Diploma in Anaesthesiology	1	5	6	1	5	6	..	..	..	..	..	..	..	5	5	83·33
14.	Diploma in Child Health	11	1	12	11	1	12	..	..	..	9	..	..	..	1	10	83·33
15.	Diploma in Medical Radiology (Diagnosis)	3	..	3	2	..	2	..	..	..	1	..	..	..	..	1	50·00
16.	Diploma in Tuber. Diseases	3	..	3	1	..	1	..	..	..	..	..	..	..	..	..	..
17.	M. B. B. S.	196	46	242	187	46	233	..	..	..	83	..	..	..	33	116	49·78
18.	Second M. B. B. S.	234	84	318	227	84	311	..	..	..	127	..	..	..	71	198	63·66
19.	First M. B. B. S.	100	19	119	99	19	118	..	..	..	68	..	..	..	14	82	69·49
20.	B. Sc. (P. T.)	4	2	6	4	2	6	..	..	..		..	..	..	..	2	33·33
21.	First B. Sc. (P. T.)	11	3	14	11	3	14	..	..	..	6	..	..	..	1	7	50·00
22.	B. Sc. (O. T.), Part-II	6	14	20	6	14	20	..	..	..	3	..	..	..	5	8	40·00
23.	B. Sc. (O. T.), Part-I	12	8	20	12	8	20	..	..	..	3	..	..	..	..	3	15·00
24.	B. D. S.	17	2	19	17	2	19	..	..	..	16	..	..	..	2	18	94·74
25.	Third B. D. S.	18	3	21	18	3	21	..	..	..	9	..	..	..	2	11	52·38

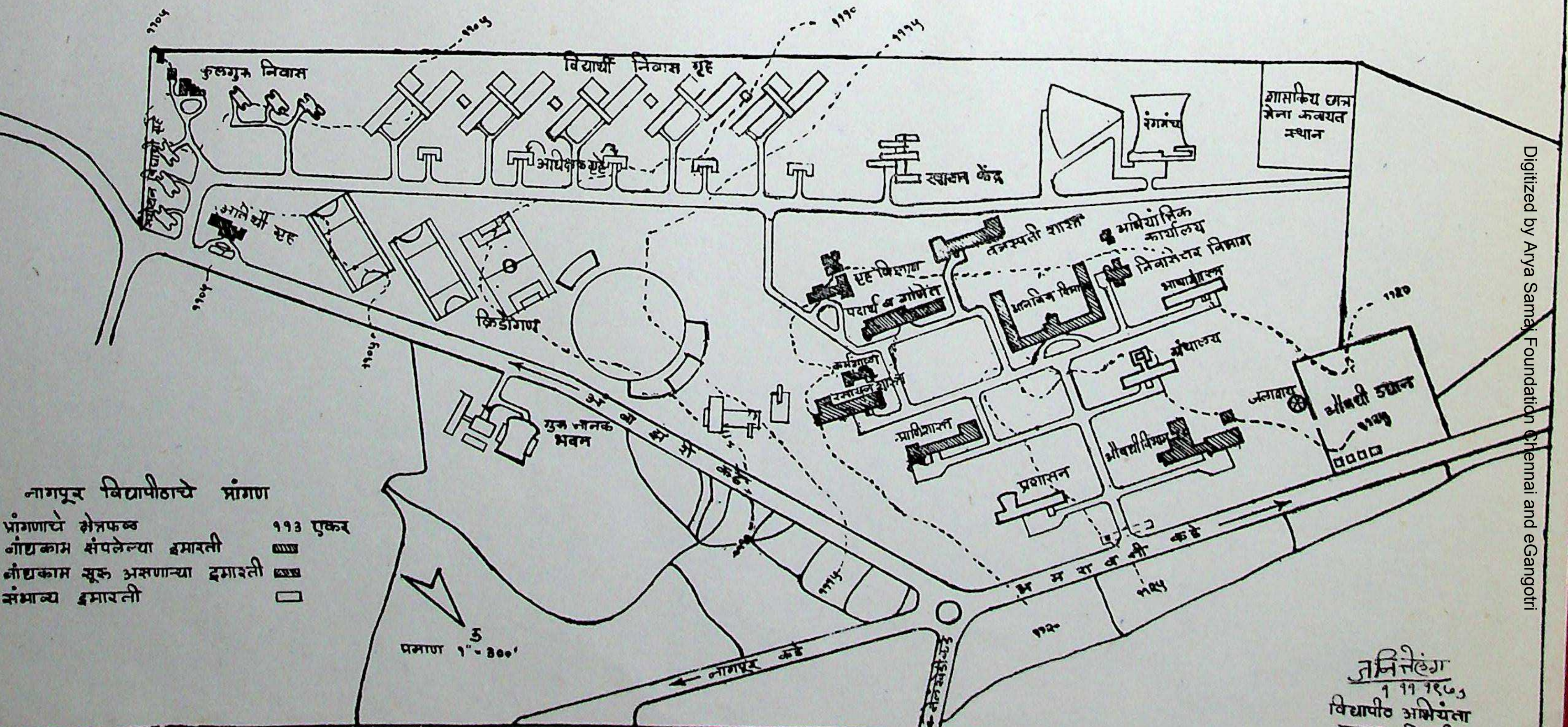
S. No.	Examination	No. of Candidates Admitted			No. of Candidates Present			Number of Candidates Passed (division wise) — Boys				Number of Candidates Passed (division wise) — Girls				Total passed	Percentage of Passes
		Boys	Girls	Total	Boys	Girls	Total	Ist	IInd	IIIrd	Total	Ist	IInd	IIIrd	Total		
	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Faculty of Medicine (including Ayurveda) (Concld.)																	
26.	Second B. D. S.	10	7	17	10	7	17	..	..	..	7	..	..	..	5		70·58
27.	First B. D. S.	28	4	32	27	4	31	..	..	..	12	..	..	..	4	16	51·61
28.	B. A. M. & S.	36	1	37	36	1	37	..	..	..	21	..	..	..	1	22	59·46
29.	Second B. A. M. & S.	45	3	48	45	3	48	..	..	..	12	..	..	..	1	13	27·08
30.	First B. A. M. & S.	14	..	14	14	..	14	..	..	..	9	..	..	..	..	9	64·28
31.	Second B. S. A. M.	17	6	23	17	6	23	..	..	..	6	..	..	..	3	9	39·13
32.	First B. S. A. M.	180	26	206	176	26	202	..	..	..	25	..	..	..	2	27	13·36
33.	M. Pharm.	13	..	13	13	..	13	10	3	..	13	..	..	..	..	13	100·00
34.	M. Pharm., Part-I	21	..	21	21	..	21	..	..	..	21	..	..	..	..	21	100·00
35.	B. Pharm.	31	..	31	31	..	31	21	6	..	27	..	..	..	..	27	87·09
36.	Third B. Pharm.	32	..	32	32	..	32	..	..	..	30	..	..	..	..	30	93·33
37.	Second B. Pharm.	29	3	32	29	3	32	..	..	..	17	..	..	..	2	19	59.37
38.	First B. Pharm.	32	2	34	32	2	34	..	..	..	18	..	..	..	1	19	57.57
	Total ..	**1141**	**269**	**1410**	**1113**	**263**	**1376**	..	..	..	**555**	..	..	..	**166**	**721**	
	GRAND TOTAL ..	**76344**	**18325**	**94669**	**72843**	**17873**	**90716**	..	..	..	**29433**	..	..	..	**9097**	**38530**	



विदर्भ
१९७२-७३
एक
मेळघाट
परतवाडा
चांदूर बाजार
अचलपूर
मोर्शी
वरूड
नरखेड
सावनेर
रामटेक
तुमसर
तिरोडा
गोंदिया
आमगाव
कामठी
काटोल
नागपूर
भंडारा
जळगावजामोद
आकोट
अंजनगावसुर्जी
अमरावती
तेल्हारा
दर्यापूर
तिवसा
आर्वी
सेलू
साकोली
लाखनी
मलकापूर
शेगाव
खामगाव
आकोला
मुर्तिजापूर
बडनेरा
मोझरी
चांदूररेल्वे
धामणगाव
वर्धा
सेवाग्राम
पुलगाव
उमरेड
हिंगणघाट
चिमूर
ब्रम्हपुरी
बुलडाणा
पातूर
कारंजा
नेरपरसोपंत
यवतमाळ
दारव्हा
वरोडा
नवरगाव
चिखली
मेहकर
वाशीम
मंगरूळपीर
दिग्रस
घाटंजी
गडचिरोली
मूल
चंद्रपूर
देऊळगावराजा
पुसद
पांढरकवडा
वणी
बल्लारपूर
राजूरा
सिरोंचा
उमरखेड
* महाविद्यालयांची सूची *
विद्यापीठ शैक्षणिक विभाग
तंत्रशास्त्र
विधि
शिक्षण
कला
विज्ञान
वाणिज्य
महिला
कला-वाणिज्य
कला-वाणिज्य-विज्ञान
कला-वाणिज्य-विज्ञान-विधि
कला-विज्ञान
कला-गृहविज्ञान-विधि
कला-वाणिज्य-विधि
कला-विधि
चित्रकला
दंत
आयुर्वेद
वैद्यक
अभियांत्रिकी
ग्रामीणसेवा
शारीरिक
वाचनालय
समाजकार्य
महाविद्यालय नसलेला प्रदेश
महाविद्यालयांचे स्थान व संख्या
नागपूर
विद्यापीठ शैक्षणिक विभाग : २६
महाविद्यालये : ३३
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कि. मी.
० २० ४०



विदर्भ
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दोन
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२६११७३
बुलडाणा
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आकोला
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अमरावती
२६ वि.
२४७६२
नागपूर
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वर्धा
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भंडारा
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यवतमाळ
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चंद्रपूर
हजार
विद्यार्थी
विद्यार्थिनी
प्राध्यापक
प्राध्यापिका
प्रमाण
दोन लाख लोक
महाविद्यालय
विद्यापीठ शैक्षणिक विभाग
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लोकसंख्या १९७१
विदर्भ
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प्राध्यापक : ३२६८
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विद्यार्थी : ७३१३४
हजार
० ५ १० १५ २० २५ ३० ३५ ४० ४५ ५० ५५ ६० ६५ ७० ७५
कि. मी.
० २० ४०


कुलगुरू निवास
विद्यार्थी निवास गृह
अधीक्षक गृह
स्वास्थ्य केंद्र
रंगमंच
शासकीय छात्र सेना कवायत स्थान
क्रीडांगण
गुरु नानक भवन
प्रशासन
ग्रंथालय
औषधी उद्यान
प्राणिशास्त्र
वनस्पती शास्त्र
गृह विज्ञान
अभियांत्रिक कार्यालय
नागपूर कडे
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*४६. आर्य, इंद्रदेवसिंह :
माध्यमिक रसायन (मराठी) (Intermediate Chemistry) भाग २ आणि ३ धातु आणि प्रांगारिक रसायन (Metals & Organic Chemistry) सहा. ले. नारायण विनायक करवेलकर आणि मंगेश विनायक नाईक, नागपूर (१९५१) (हिंदी – मराठी – वैज्ञानिक पाठ्यपुस्तकमाला) रु. ७-५०

*४७. आर्य, इंद्रदेवसिंह :
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*४८. आर्य, इंद्रदेवसिंह :
माध्यमिक रसायन (हिंदी) (Intermediate Chemistry) भाग २, आवृत्ती ३, धातु और प्रांगारिक रसायन (Metals & Organic Chemistry) सहा. ले. नारायण विनायक करवेलकर और मंगेश विनायक नाईक, नागपूर (१९५१) (हिंदी – मराठी – वैज्ञानिक पाठ्यपुस्तकमाला) रु. ७-५०

*४९. रसायन पारिभाषिक शब्दावलि (Glossary of Chemistry) नागपूर.

Mathematics (गणित)

*५०. गणित पारिभाषिक शब्दावलि (Glossary of Mathematics including Astronomy) रु.

*५१. गोरखप्रसाद :
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*५२. टॉडहन्टर, आय. :
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सहा. ले. लिथेम्, जे. जी. :
(ना. वि. – बी. एससी. पाठ्यपुस्तकमाला) रु. ६-५०

*५३. टॉडहन्टर, आय :
गोलीय त्रिकोणमिति (Spherical Trigonometry) हिंदी, अनु. चन्द्रभूषणलाल वर्मा, नागपूर (१९५५)
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(ना. वि. बी. एससी. पाठ्यपुस्तकमाला) रु. ६-५०

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*५५. ठोसर, यशवंत विनायक :
माध्यमिक त्रिकोणमिति (Intermediate Trigonometry) हिंदी, अनु. रमेशचन्द्र वर्मा, नागपूर (१९५०) (हिंदी – मराठी – वैज्ञानिक पाठ्यपुस्तकमाला) रु. ६-२५

*५६. दाते, अहिल्या :
माध्यमिक सांद्र रैखिकी (Intermediate Solid Geometry) हिंदी, अनु. रमेशचंद्र वर्मा और सत्येन्द्रनाथ भादुरी, नागपूर (१९५०) (हिंदी – मराठी – वैज्ञानिक पाठ्यपुस्तकमाला) रु. ५-००

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*५८. बेल, आर. जे. टी. :
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*६०. श्रीवास्तव, अयोध्याप्रसाद :
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*६१. क्षीरसागर, एन. एस. :
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*६२. तावडे, सरस्वती विनायक :
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*६४. थत्ते, विश्वनाथ नारायण :
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सहा. ले. नंदनपवार, लक्ष्मण श्रीनिवास :
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*६७. थत्ते, विश्वनाथ नारायण :
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*६९. यावलकर, कृ. ना. :
माध्यमिक प्रवेगिकी (मराठी) (Intermediate Dynamics) नागपूर (१९५१) (हिंदी – मराठी – वैज्ञानिक पाठ्यपुस्तक-माला) रु. ५-००

*७०. शर्मा, राजेश्वरप्रसाद :
माध्यमिक आनुष्ठानिक भौतिकी (हिंदी) (Intermediate Practical Physics) नागपूर (१९५२) (हिंदी – मराठी – वैज्ञानिक पाठ्यपुस्तकमाला) रु. ५-००

Zoology (प्राणिशास्त्र)

*७१. प्राणिकी पारिभाषिक शब्दावलि (Glossary of Zoology) रु.

*७२. सिंह, ठाकूर सुरजभान :
माध्यमिक प्राणिकी (Intermediate Zoology) भाग १, मराठी, अनु. गजानन वा. वैद्य, नागपूर (१९५०) (हिंदी – मराठी – वैज्ञानिक पाठ्यपुस्तकमाला) रु. ६-२५

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लोकसंख्या : १९३७--१०,०६१.

१९७१--२१,१००.

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(अ) पूर्णत्वास आलेली कामे :--

*नाली योजना, *शाळेच्या इमारतीचे बांधकाम, *मुख्य रस्ते बांधणी व डांबरीकरण, *शासनाकडून करून घेतलेल्या नगराचा नझूल सर्व्हे, *वरुड नगर विकास योजनेची आखणी व तिला शासकीय मंजूरी करीता प्रयत्नशील, *बाजार, गावठाण, क्रिडांगण व मोटरस्टँड करीता जागेचे अॅक्विझिशन.

(ब) चालू असलेली बांधकामे :--

*शाळेचे शेष बांधकाम, *स्लॉअर हाऊसची इमारत, *नगरातील अशासकीय शिक्षण संस्थांना वार्षिक अनुदान.

(क) चालू होणारी कामे :--

*रु. १०,४०,८००-०० किंमतीची नळ योजना, *इतर रस्त्यांची बांधणी व डांबरी करण, *शाळेचे इमारतीचे अधिक बांधकाम.

(ड) विशेष सूचना :--

*१९७३-७४ च्या अर्थसंकल्पानुसार नगर सुधाराची सर्व कामे चालू आहेत.

*करदात्यांनी थकबाकी त्वरीत देऊन उपरोक्त जनसेवेत सहभागी व्हावे.

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संस्थेचे प्रमुख विभाग

*रासायनिक खते, *ठोक-साखर, रवा, मैदा, *इलेक्ट्रीक, मोनोब्लॉक, पंप व हाऊस फिटिंग, *सिमेंट, टिन, लोखंडी सलाख. *कृषि औषधी. *स्वस्त धान्य. *स्वस्त कापड. *एकाधिकार कापूस. गहू, ज्वारी, मुंग, उडीद. *कापूस पूल व अडत. *बिजवाई सरकी इतर बियाणे. *तसेच शेती उपयोगी व ग्राहकोपयोगी सामानाचे विक्रेते.

हिस्से भांडवल—रु.१,१८,५५७-६०, ठेवी-रु.३,७३,२९०-९०.

राखीव इतर निधि — रु. २,७६,५१२-७०.

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बाळासाहेब देशमुख (पारवेकर)
अध्यक्ष,
जनशक्ती शिक्षण संस्था,
(पांढरकवडा).

शाळा कॉलेजेसना लागणारे सर्व प्रकारचे स्टील व वुडन फर्निचर.

Olympic :— स्टील फर्निचर घर, ऑफिस दवाखान्यांसाठी.
Marlex :— प्रेशर कुकर.
U–Foam :— स्पंज, कुशन्स, गाद्या, उशा इ.
Bajaj :— इले. टेबल व सिलिंग फॅन, गाँगबेल्स, टेबल लॅंप, कुलर इ.

मॉडर्न ट्रेडिंग सेंटर

—प्रोप्रा. चिठोरे ब्रदर्स—

फोन–१५०५
रॉयली प्लॉट,
अमरावती.

जनता शिक्षण प्रसारक मंडळ, पुसद द्वारा संचालित

फुलसिंग नाईक महाविद्यालय,

पुसद (जि. यवतमाळ).

कला, वाणिज्य व विज्ञान १९७३–७४.

* दि. २५ जून १९७३ पासून सुरु झालेल्या शैक्षणिक सत्रापासून आमच्या महाविद्यालयाची नव्यानेच विज्ञान शाखा सुरू झाली आहे.

महाविद्यालयाची वैशिष्टये

* भव्य इमारती व प्रयोग शाळा.
* प्रशस्त व समृद्ध ग्रंथालयाची सोय.
* महाविद्यालयांतील सर्व वर्गांचे उत्कृष्ट निकाल. नागपूर विद्यापीठाच्या पूर्व–विद्यापीठ कला परिक्षेत सन १९७२ मध्ये १६,००० विद्यार्थ्यांत प्रथम येण्याचा बहुमान याच महाविद्यालयाच्या कु. भारती करंदीकर यांनी मिळविला.
* वसतिगृहाची ५०० विद्यार्थ्यांकरिता अल्प खर्चात उत्कृष्ट व्यवस्था.
* प्रशस्त क्रिडांगणे, देशी विदेशी खेळ, व्यायामाचे मार्गदर्शन.
* सर्व प्रकारच्या शिष्यवृत्ती, शासकीय छात्रवृत्ती व इतर सवलती.
* अभ्यास व अर्थार्जनाची सोय, अभ्यासाव्यतिरिक्त इतर वेळांत विद्यार्थ्यांना भावी जीवनाला आकार लागतो असे खेळ, स्पर्धा, स्नेहसंमेलन, मनोरंजन, एन्. एस्. सी. व राष्ट्रीय सेवा योजना इत्यादी विविध सोयी.
* आर्थिक दृष्टया मागासलेल्या पण गुणी विद्यार्थ्यांना मार्गदर्शन.
* महाविद्यालयीन विद्यार्थीनींसाठी शहरातून महाविद्यालयांत जाण्या-येण्यासाठी बसची व्यवस्था.
* निष्णात व निष्ठावान प्राध्यापक संघ आणि विद्यार्थ्यांची वैयक्तिक देखरेख.

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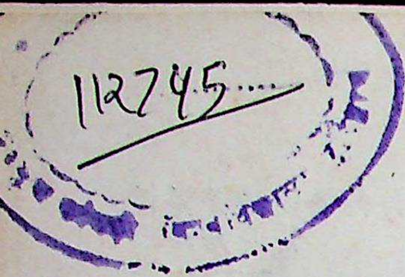
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